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ABSTRACT

This guide offers strategies for creating a proactive school safety plan that encourages parents, teachers, principals, and students to take the initiative and identify threats to school safety. It emphasizes that schools must have an active plan that addresses fights, name calling, bullying, changes in kid's behaviors, and staff who have run out of strategies for coping with at-risk students. It discusses national trends in school violence and the need for administrators to know what is happening in their schools daily. It supplies tips on incident profiling and describes the different categories of offenses that should be employed for incident profiling to succeed. The text outlines board of education policies and the need for administrators to comply with them. It offers various strategies for dealing with crimes against persons, including assault and battery, extortion, robbery, sex offenses, trespassing, and weapons. It then discusses tips for dealing with crimes involving property, such as arson, bomb threats, larceny, and vandalism. Separate chapters give advice on security resources, search and seizure, creating a "Schools Against a Fearful Environment (S.A.F.E.) Team", dealing with violence in the workplace, the elements of an emergency management plan, an emergency management checklist, and new ideas. (RJM)

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MAKING SCHOOLS SAFE for Students

Creating a
PROACTIVE
School
Safety Plan

Peter D. Blauvelt

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Once again, I am pleased by the incredible support I have received from superintendents I have worked for and the men and women I had the privilege of working with when I was the Director of Security for the Prince George's County Public Schools. Nothing has diminished my respect and admiration for them and the job they have done and continue to do in making schools safer for kids and staff. Through their efforts, tens of thousands of children's lives have been made better because they were there and because they cared about them.

There is a group of people that has had a tremendous impact and influence on my professional career as a lecturer, trainer, and workshop presenter, and they are the men and women who direct our schools and teach our children. These unsung heroes are the ones that I especially wish to thank. You not only came to my workshops but you participated by sharing your successes, your failures, your fears, and your anxieties as you struggled in your quest to provide safe and secure learning environments for your students. So many of your thoughts, ideas, and suggestions have become a part of what I present in my writings and presentations. To each and every one of you, I offer my thanks and deepest appreciation for the contributions you have made and continue to make. Don't give up the fight.

As I was preparing this manuscript, I realized that it would not be complete without a sample Crisis Plan. Although I have talked about such a plan for years, I have never personally written such a document. Oh, I knew what it should cover, but I was not clear on the format such a document should take. After reviewing dozens of plans developed by various school districts and schools, I came to appreciate the "flip chart" presentation. It is quick, simple to understand, and user friendly. Just what the doctor ordered. As I prepared the Emergency Management Plan (Crisis Plan) that appears as the Appendix of this manual, I relied upon a number of plans that others had developed. I especially wish to acknowledge Brian Clements, Director of Security, Galena Park, Texas; Dale Rauenzahn, Director of Adult and Alternative Education, Baltimore County Public Schools, Maryland; Dr. Ellen Stites and her staff at Indian Trail Middle School, Johnson City, Tennessee; Dr. Debra Bentley and her staff at Mountain View Elementary School, Johnson City, Tennessee; and Libby Noell and her staff at Hinckley Elementary School, Hinckley, Illinois. Thanks, folks, for sharing your hard work and good ideas.

As one matures (euphemism for growing old), one comes to cherish friendships of those who have been there through the long haul. My wife for over 42 years, Louise, continues to be my best friend, my closest confidant, my advisor, and the person who gives my life meaning. To this list I eagerly add my children, Mike, Laurie, and Jeff, and my grandchildren, Zachary, Sarah, Caitlin, and Peter (presented in descending order of ages; Pop Pop is no fool). In addition to this group, there is my closest friend, John Patterson; my colleagues, Ralph Griffith, Rick Harvell, and Wolfgang Halbig; and Susan Isaacs, without whose help, advice, and involvement this project would have been a bear to complete. Thank you family, friends, and colleagues. You're the greatest.

ABOUT THE AUTHOR

Peter D. Blauvelt is the president and CEO of the National Alliance for Safe Schools, a not-for-profit training and technical assistance corporation dedicated to the promotion of safe and orderly schools. As one of the founders of this organization in 1977, Blauvelt has been involved in designing and conducting training opportunities for countless school administrators, teachers, support staff, students, and parents. These efforts have included individual school staffs, entire school districts, national and regional conferences, long-distance televised learning programs, and statewide training efforts.

In addition to his training responsibilities, Blauvelt conducts *School Security/Safety Assessments* for individual schools and school districts. These assessments are designed to provide boards of education and their superintendents with a blueprint for improving safety and security in their schools.

Blauvelt's background includes 24 years as the director of security for the Prince George's County Public Schools in Maryland, a school district whose enrollment ranged between 120,000 and 164,000 students. Prior to his appointment as the director, he served 3 years as a special agent for the Naval Investigative Service and 7 years as a detective with the Metropolitan Police Department, Washington, D.C.

Blauvelt is a graduate of the University of Maryland and has written four prior books, *Controlling Crime in the School: A Complete Security Handbook for School Administrators* (1978), with S. D. Vestermarck; *Effective Strategies for School Security* (1981); *Blauvelt . . . On Making Your Schools Safe* (1996, revised 1997 and 1998); and *Blauvelt . . . On Crisis Management* (1997).

In addition to these works, Blauvelt has written numerous articles on issues affecting school safety. He is a frequent consultant for news agencies, including print, radio, and television, and has made appearances on the *Today Show*, *Good Morning America*, *Geraldo Rivera Show*, and the *Montel Williams Show*.

Blauvelt is recognized as an international consultant and has done extensive work as an expert witness in the field of school crime and violence litigation.

He currently resides in College Park, Maryland, with his wife, Louise. They have three grown children and four grandchildren. In his copious free time, he has been known to slice a golf ball or two into the woods.

INTRODUCTION

Two of my children had the great, good fortune to have Frank Tracy as their high school principal. Frank knew every kid in his 1,800-plus student body and would daily challenge them to do their best. At almost every school assembly he would work in the phrase, "If it is to be, it's up to me." The kids would come home after one of his assemblies and remark how old-fashioned Mr. Tracy was and how he always used that phrase, "*If it is to be, it's up to me.*" We would laugh about their annoyance, but in the end we always agreed that it was good advice.

For the past several years, as I have been traveling around the country conducting violence prevention and crisis management workshops, that phrase has haunted me. It has haunted me, not in a negative sense, but in the realization that there is no magic formula for ensuring safety in our schools. As yet, no one has created the perfect program that keeps students and staff so engrossed with learning that it precludes acts of violence from occurring. Nor have equipment manufacturers created the ultimate piece of hardware that will keep violence from our doors.

Historically, school people, as well as parents, held to the belief that theirs was a safe school, that they lived in a safe community and therefore nothing bad would happen. After all, violence only occurred in urban centers, and when it did occur in an area outside the urban location, the violent act was committed by an "outsider," some stranger off the street, not one of us.

With this as our mind-set, (a) it can't happen here and (b) if something does occur it will be by an outsider, we went about designing our "security systems." Actually, we did some good things—and not too surprising, some dumb things as well. We began to limit access to our buildings by locking exterior doors, we installed better lighting, we implemented a "Visitor" sign-in procedure, we purchased hand-held radios, we hired security aides, and some even hired professional security officers, and more recently, deployed police officers (school resource officers) in our schools. Some of us purchased walk-through metal detectors, erected chain-link fencing, purchased closed-circuit television equipment, implemented a photo identification program, and commenced writing an all encompassing School Crisis Plan. As if that were not enough, we also managed to implement a host of new school policies that embraced the notion that zero-tolerance policies would ensure our safety. (I'll let you decide which were the dumb things we chose to do.)

The tragic events of recent years should have taught us two important lessons: The first is that **no school is immune from violence** and the second is that **the villain does not always come from outside the school**. This revelation has caused many to reassess their security planning and to ask themselves, "What are we missing? What didn't we see that we should have seen? What do we need to do differently to better prepare ourselves in assessing the climate of our school and to better understand what is going on with the student population?" It is these very questions and issues that I have attempted to address in *Making Schools Safe for Children: Creating A Proactive School Safety Plan*.

Some of you may wonder why I chose to discuss the merits of creating a proactive school safety plan vis-à-vis creating a school crisis plan. My answer is simple. Crisis planning is too passive for me. You and your staff sit down and write the definitive "crisis plan." It covers every conceivable misfortune that could beset a school. Pages and pages of, "do this" "do that" instructions. When completed, you congratulate yourself and your staff, place the document on a shelf, and promptly go on to your next project. The plan sits there collecting dust and is never visited until that dreaded moment when the proverbial S#!& hits the fan. You run for the plan, hoping it is still there, blow the dust off the cover, and quickly look through the contents to figure out what you need to do. To your great horror, staff who were to play a vital role during a crisis have retired, phone numbers have changed, and keys no longer fit some locks. Get the picture?

In working in today's schools you must have an active plan, one that allows you to deal with daily issues such as fights, name calling, bullying, evil things kids do to each other, changes in kid's behaviors, staff who seem to have run out of strategies for coping with at-risk students, and a host of other related issues. It is these issues that need to be addressed. It is these issues that form the *undercurrent of your school*. By having a plan that systematically addresses these kinds of issues, you will have gone a long way in improving the climate in your school.

Remember Frank Tracy's sage advice, "If it is to be, it's up to me"? Well, creating a proactive school safety plan requires you to do just that. You, with the help of your staff, students, and parents, must take the initiative and identify those issues that are adversely affecting your school. You cannot allow events that occur in other schools, whether they are across town or across the country, to taint your school. By *taking back the controls*, by assertively and directly identifying and addressing those issues that are impacting your school, you will have taken the necessary steps to ensure a safer school environment.

As you work your way through this book, some of you will note you have seen some of this material before. To that I plead guilty. The simple truth is that many of the topics discussed in these pages, such as Information: The Key to Control, Incident Profiling, Strategies for Dealing With Crimes Against Persons and Property, and Search and Seizure, are as valid today as they were when I first wrote about them. What I have attempted to do is to present these materials in such a way as to help the newer administrators or the administrators who are now facing some uncertainties in the changing climate of their schools to have a clearer understanding of what they need to be doing to regain control. To you "old salts," use it as a good review for what you are currently doing or need to be doing.

Chapter 15, Emergency Management Checklist, is an effective tool for judging where you are and where you need to be in your planning process. The chapters dealing with the elements of an **Emergency Management Plan** (aka Crisis Plan) should prove to be extremely helpful as you either write a new plan or revise your existing plan. Chapter 16, What Do I Do If?, offers sufficient new material to make your staff meetings "events not to be missed."

Chapter 15, *Emergency Management Checklist*, is an effective tool for judging where you are and where you need to be in your planning process. The chapters dealing with the elements of an **Emergency Management Plan** (aka Crisis Plan) should prove to be extremely helpful as you either write a new plan or revise your existing plan. Chapter 16 *What Do I Do If?* offers sufficient new material to make your staff meetings "events not to be missed."

Pay particular attention to the chapter titled Violence in the Workplace, whose material is extremely relevant for superintendents, principals, and supervisors. How you deal with parents, staff, and students who refuse to take responsibilities for their actions, who always want to blame someone else for their shortcomings, can become a very personal security issue. This chapter offers you suggestions on when, where, and how to conduct these encounters. My primary motive is to keep you safe.

This loose-leaf notebook format was selected so that you can add your own ideas and information you pick up from other sources. This is a joint effort. I have provided the basic, current information for making your schools safer places. Your responsibility is to keep this manual up to date. When your local board of education passes a new policy on safe schools, make a copy of it and place it in the appropriate section of the book. When you hear about a new or different approach for dealing with a particular problem, put it in the book. This is your guide to creating a safer school; use it well.

As always, take the suggestions that are presented here, add a strong dose of common sense, stir in your own ideas and those of your staff and kids, sprinkle in a smattering of local lore, traditions, and expectations, mix all the ingredients together, and you will have produced a viable, working plan for keeping your school safe. Remember, *if it is to be, it's up to you (me)*.

This effort is dedicated to my grandchildren:

Zachary and Caitlin Blauvelt, and Sarah and Peter Easto

Thank you for showing Pop Pop what unconditional love is all about and for surrounding me with your love.

And to

S. D. Vestermark

My friend, colleague, and coauthor of *Controlling Crime in the School:
A Complete Security Handbook for School Administrators* (1978).

A man of many talents who embraced the children of the world
as if they were his own.

Goodbye, old friend, you are missed
and we will never forget you.

NATIONAL TRENDS IN SCHOOL VIOLENCE

Several years ago, the National School Safety Center published a list of common trends they saw developing across the country. The National Alliance for Safe Schools expanded the contents somewhat to reflect their observations of the changing climate within our schools. This has resulted in an expanded list of trends. We have also attempted to provide some clarifying language.

WHAT IS HAPPENING?

1. **The incidence of student-on-student and student-on-adult violence has escalated.**

During the past two school years, 1996-1998, eight major shooting incidents occurred in our nation's schools. The carnage left twenty-one dead, fourteen students and seven adults. An additional thirty-nine students were wounded. These acts were committed by students enrolled in the schools in which the incidents occurred. Preliminary analysis indicates that bullying behavior, social withdrawal, feelings of isolation, feelings of rejection, intolerance for differences, and prejudicial attitudes were some of the common traits the shooters shared.

2. **As a result of alcohol and drug abuse on the part of some women, their newborns have suffered extensive brain damage.**

As these children have come of age and have entered schools, incidents of violent conflict are increasing because of their inability to control their behavior. The seriousness of this problem will escalate as these "crack babies" progress through the education system.

3. **Familial stress caused by demographic factors, changing social climates, substance abuse, child abuse, and sporadic parental employment is producing antisocial effects in children, which results in school disruptions.**

It is little wonder that some children are disruptive or unable to participate in the education program being offered when one realizes that the child may have lived through hell at home. Often they are unable to express their anger at home for fear of retaliation. School then becomes the only "safe" place where they may act out their pent-up emotions.

4. Parents and community members are using school children to "solve" personal as well as interpersonal conflicts.

There isn't a school that has not experienced the trauma that divorce has upon some children. It is particularly gruesome when the warring parties use their children as pawns to get at each other. In addition, there are times when community members attempt to exploit a particular situation involving children in the neighborhood for their own personal gain or political point of view.

5. Student groups are becoming more violent as social unrest grows among diverse populations.

As a result, hate crimes will increase and there will be an increase in racial conflict on school campuses.

6. Lack of appropriate employee screening procedures is allowing individuals with criminal records into schools.

Some states still do not require criminal background checks on new employees working in a school district. This continues to be a significant problem. Even states that do require a criminal records check often preclude certain types of offenses from being reported to school authorities.

WHAT WILL HAPPEN?

1. Gangs will continue to expand.

As they become stronger and bolder in their activities, gangs will assume greater control of neighborhood schools. In communities where gangs are a relatively new phenomenon, there is a tendency to ignore the problem in the hope that it will go away. History indicates that gangs must be dealt with quickly and forcefully if their growth is to be minimized.

2. Because of the lack of space in juvenile detention centers, serious and habitual offenders will be sent to neighborhood group homes or placed on electronic monitoring. Often, as a condition for release, a juvenile must attend school and be able to document his or her attendance.

If ever there was a time for red flags to be raised, it is with this trend within the juvenile justice community. There are documented cases in which juveniles on electronic monitoring (meaning that they had to be at home between certain hours, normally from 6 p.m. to 6 a.m.) were enrolled in school while they were awaiting trial for murder. The frightening part is that because of the confidentiality of juvenile records, the school will not be told why the student is wearing an electronic monitoring bracelet.

3. The seriousness of violent acts will continue to increase in our schools while the age of the offender will continue to decrease.

If there is one issue that has the law enforcement community scratching their collective heads, it is that of increased violence being perpetrated by younger and younger youths. Shooters as young as ten years of age, guns being brought to school by eight-year-olds, rapes being committed by twelve- and thirteen-year-olds — these are no longer unheard of crimes. Elementary and middle school administrators must learn to recognize and deal with these types of violent offenders.

4. The expanding population of troubled, "high-risk" youths now entering schools will increasingly produce unpredictable behaviors.

Often these youths have violent outbreaks of uncontrolled anger and aggression. School administrators must be constantly on the alert for these potentially dangerous students.

5. Student gangs will expand the marketing of illegal drugs from the street to schools, resulting in a surge of drugs and weapons in schools.

The great motivator for gangs is power and money. Crack cocaine has become the agent of change for the vast majority of our youth, particularly for minority youths living within heavily populated urban centers. For the first time, crack cocaine provides to young people a commodity that is easy to obtain and highly addictive, resulting in a ready-made seller's market. As a result, schools have become the most logical marketplace for the expansion of drugs.

6. Drug merchants will exploit younger youth to become involved in the drug distribution network, thus increasing their vulnerability to acts of violence.

Youngsters are able to provide a variety of services to the "older" dealer. They can serve as the lookout or the mule, the cashier, or the enforcer. The job opportunities are unlimited. For those willing to take the risks, the rewards can be substantial.

Being associated with a community drug dealer has its disadvantages. Wherever there are drugs, there is money, and therefore the opportunity for a "rip-off." Therein lies the greatest danger to our kids. In order for us to protect them, we must be very clear that our mission and stated goals are to reduce the availability of drugs in our schools and in our communities.

7. Incidences of interpersonal violence in the form of drive-by shootings, assaults with deadly force, witness intimidation, and bullying behavior will continue to grow.

It is the randomness of many of these violent acts that causes the greatest degree of fear and anxiety among all of us. Many people have changed their life patterns as a result of these random violent acts. We tend to stay away from certain sections of our towns and cities. We make sure our car doors are locked at all times in fear of a hijacking. We don't let our children play in the local park for fear of danger. No one is immune to these fears.

8. Incidences of violence will increase at school events, especially at athletic events, school dances, and those events attracting large crowds. Increasingly, schools in rural and suburban areas will be targeted.

As school administrators plan for extracurricular activities, security has become a top priority. Before the first ticket is sold or the first contract is signed, arrangements have to be made for security. Security personnel may consist of employees from the school district, contracted security service organizations, or local police departments. The issue is that adequate security must be in place before the event is allowed to take place. (See Chapter 13, The Role of a Risk Manager.)

HOW WILL SCHOOLS AND COMMUNITIES RESPOND?

1. There will be continued efforts to expand open enrollment policies, choice programs, voucher systems, charter schools, and privatization of education initiatives.

As long as student safety remains high on parents' priority list of concerns, efforts will continue to try and change the climate of many of today's schools. The basic belief is that the current system of public education is failing and that one of these other schemes will somehow make schools safer.

The federal government decreed that if schools wanted to receive certain types of federal funding, school districts had to adopt *zero-tolerance* policies with regards to drugs and weapons, especially guns. The net result appears to be having some positive impact. However, the downside to these policies is that educators have "zero" options in trying to deal with troubled youth. Hopefully, there will be a movement to allow school administrators some latitude in enforcing school policies.

2. Greater reliance will be placed on technology and target-hardening techniques in an attempt to make schools safe.

With a regularity that is often unsettling, schools still subscribe to the old belief that if one throws enough money at a problem, the problem will go away. Although there is no question that effective security does have a price tag, it is extremely important for school districts to spend their money wisely. Before the first dime is spent on "security," a school district must analyze its problems and design a response that will meet reasonable expectations. It is troubling to see school districts spend tens of thousands of dollars for walk-through metal detectors when they haven't the faintest idea what they want the detectors to accomplish. Before you realize it, good money follows bad money, and nothing has been accomplished.

3. There will be increased dependence upon school security or school police agencies to solve serious problems.

The "right" program staffed with the "right" type of personnel can prove to be a major resource to a school district. How the security operation is designed and implemented and who the director/chief reports to are critical to having a successful program.

4. More repressive strategies for limiting student movement in and around schools will be adopted.

As the fears and anxieties of school officials increase, the school climate becomes more repressive. Remember that 95 to 98 percent of your students do exactly what is asked of them. They come to school, attend classes, do their assignments, and pass through the system. Every time we write a new rule or pass a new restriction, we are affecting all students, including our "good" ones. Therefore, let us be reasonable in our endeavors to make our schools safe and not fall prey to the tendency to create a more hostile environment.

5. Specialized training for administrators and teachers will be developed.

This is long overdue. I would like to add students, noncertified personnel, parents, and school police officers to the list of those who need training in the field of school violence prevention. One approach that has stood the test of time is the S.A.F.E. Team training. See Chapter 10 for details.

6. Reliance will be placed upon computerized student referral data to enhance management of disruptive behaviors.

Every school in this country has at its fingertips all the information that is needed to accomplish Incident Profiling (Chapter 3). This process allows for an in-depth analysis of referral data from several different perspectives. They include which students are referred for what reason, which teachers refer the most students and for what cause, and how administrators adjudicate similar incidents committed by different students.

CONCLUSIONS

The above list of trends is not intended to be all-inclusive, but it does represent what is happening across the country and, more importantly, it chronicles both the good and bad of how school districts currently tend to respond to unwanted behaviors.

As we continue our search for the "quick fix," that "magic pill" that will make our school safe, we must not lose track of the fact that on the whole, our schools are doing a great job. Kids are far safer in school than they are anywhere else, including their homes. Let us not forget reason and common sense when it comes to responding to unwanted behaviors.

CHAPTER 2

INFORMATION: THE KEY TO CONTROL

THE VALUE OF INFORMATION

Every effective administrator learned early in his or her career the value of timely and accurate information. Information is the power source that enables school administrators to stay on top of little issues before they escalate into major disruptive events that can have a devastating effect on a school. Whose boyfriend was seen with what new girl? What happened at the party Saturday night that will find its way to your door Monday morning? Who's dealing drugs? Who's carrying a gun today? And why is Mr. Snapshot always having the cheerleaders hanging around him after school?

The answer to any of these questions can have serious ramifications if left unchallenged and unresolved. It has been proven time and again that seemingly unimportant events or those of a minor nature have the unpleasant habit of jumping up and becoming a major incident at your school.

Information of the kind I am talking about comes in a variety of ways and formats. Seldom does it ever appear in a neatly typed report setting forth all of the particulars as to *who*, *what*, *where*, and *when*. Most often, the information-gathering process begins because something does not look right or sound right. Often the hardest job is to get people to trust that sixth sense they have developed over the years. There is an old expression that says "if it walks like a duck, and quacks like a duck, it probably is a duck." If you sense something is not right, it probably is not right, and you need to explore the reasons why.

SOURCES OF INFORMATION

Where information comes from is as varied as the people who gather it. Everyone who works in a school knows that kids are not only willing but often anxious to share information with you. The key is to develop a level of trust with students so they are willing to tell their stories to you.

The way to build this trust is to be fair with your students. Don't expect anyone to want to share information with you when you have treated them unfairly in the past. It also helps to cut kids some slack every once in a while. Remember that kids do screw up; the point is we don't have to beat them over the head with their own shortcomings.

A murder committed in one community was solved because a vice principal had not suspended a student for a minor infraction of a school rule. Eight months later, that same student went to this vice principal and told her who had committed the homicide the previous weekend. This would not have happened if the student had not trusted the administrator.

Students are just one of many sources of information in a school. Among the best and most often overlooked are fellow administrators. But all too often, time is not put aside for the sharing of vital information. The time spent sharing information with other administrators will prove to be invaluable.

Many other sources of information are available to you. Much will depend upon the size and location of your school. Remember that every adult in your building (including but not limited to *teachers, guidance counselors, secretaries, aides, cafeteria personnel, custodial workers, school nurses, and security officers/police officers*) is a potential source of information. The trick to obtaining information is to be available, receptive, and responsive. Always get back to your source and tell them how much you appreciate their taking the time to keep you advised, and brief them on what you did with the information. You don't have to be specific. Just tell them that the information they furnished enabled you to deal with a situation in a satisfactory manner.

In addition to individuals within your school, potential information sources include individuals from the community-at-large. Pull some key staff members together and develop a list of possible resources. Include not only positions, such as the community recreation department, area religious leaders, Little League coaches, and so forth, but names and phone numbers as well. The key is to cultivate a relationship before the crisis, not afterward.

STORAGE OF INFORMATION

Most of us have learned that although human memory is a wondrous thing, on more occasions than we care to remember, it has failed us. That name, the exact time an event occurred, who said what and to whom it was said, all begin to fog over in a relatively short period of time. This confusion is understandable when we take into consideration, for example the number of complex issues the average administrator handles on a daily basis. We therefore need to accept the fact that with regard to information of all sorts, we have to "put it in writing" as soon as possible after it comes to our attention.

REPORT FORMAT

Most school districts already have some type of incident report form. Some are more sophisticated than others, and many of them are computer compatible. Some produce multiple copies, whereas others may be a single sheet of paper or a 3 x 5 inch index card. The size of the report will generally be dictated by the seriousness of the incident. A student shot in the boys restroom will require a significantly more complex report than a teacher who discovers five dollars missing from her purse. Sample report forms are provided in this chapter as Forms 1 and 2.

Form 1.

SECURITY INCIDENT REPORT

School Name: _____ Date of Incident: _____

Type of Incident: _____ Time of Incident: _____

Person Making Report: _____

Status: Administrator ___ Teacher ___ Student ___ Parent ___ Secretary ___ Other Employee ___

Brief Description of Incident:

Persons Involved:

Action Taken:

Authorities Notified:

Who? _____ When? _____

Action Requested:

Other Comments:

2

Form 2.

Security Incident Report and
Self-Insurance Form

Administrative Areas ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6		CCR		Security No.	
1. Complainant's Name		2. Title		3. Type of Incident	
4. Complainant's Address		5. Home Phone		6. Date Occurred	
8. City/State				7. Time Occurred	
11. Name of School		12. School Phone		9. Date Reported	
14. Victim's Name		15. Race/Sex/DOB		10. Time Reported	
17. Victim's Address		18. Home Phone		13. Location of Incident	
20. Victim's Condition		21. Parents Notified ☐ Yes ☐ No		16. Point of Entry	
23. Description of Vehicle from which theft occurred: Year/Make/Model/Tag #				19. Means Used to Enter	
24. Suspect/Arrested: Name/Address/Race/Sex/DOB/Hgt./Wgt./Hair/Type of haircut/wears/beard/Clothing				22. Describe Weapon Used	
		25. Was Suspect Charged? ☐ Yes ☐ No		26. Student ☐ Yes ☐ No ☐ Unknown	
27. School Property ☐ Yes ☐ No		28. Total Value of Property \$		29. Personal Property ☐ Yes ☐ No	
31. Witness #1		32. Home Phone		30. Value of Property \$	
Name		Address		33. Business Phone	
#2					
34. Police Notified ☐ Yes ☐ No		35. Officer's Name & Identification Number		36. Date Police Notified	
38. Security Notified ☐ Yes ☐ No		39. Person Notified		37. Agent Notified ☐ Yes ☐ No	
42. Bomb Threats/Alarm Bldg Ever: ☐ Yes ☐ No		43. Fire Alarm Notification Name		40. Date Notified	
		44. Year/Date		41. Plant Oper. Not. ☐ Yes ☐ No	
				45. Did Fire Dept. Respond ☐ Yes ☐ No	
46. NARRATIVE: Describe details of incident, include description of property lost, stolen or damaged, give value of each item, make, model and serial numbers, describe damage to building. (NOTE: if repairs to building are necessary submit a copy of this report to the Maintenance Dept.) Tell what action has been taken. Include in narrative a statement indicating what specific measures were taken to protect property lost or stolen.					
(Use reverse side if additional space is required)					
Principal's Signature				Date	

Form 10 M 10/85

White Copy: Security

Yellow Copy: Investigator

Pink Copy: Self Insurance

Goldendred Copy: School

The report's format is not as important as the information recorded. What is critical is that every report must answer these important questions:

- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- What did you do about it? (potentially the most important item)

WHAT HAPPENED?

Have the victim describe in detail what actually occurred. You need this narrative to determine exactly what type of incident occurred. Is it a robbery or a larceny? Is it a fight or an assault and battery? The key here is to get the victim calmed down and have him or her start at the beginning of the event and walk you through the incident step by step. If there are blanks in the victim's statement (such as time lapses, no logic to the sequence of events, contradictions), don't raise the issue during the statement phase but go back *afterward* to the inconsistency and do a question-and-answer procedure with the victim. If the victim is capable, have the victim prepare a written statement, and upon completion, go back over the statement for clarity. A question to keep in mind when talking with a victim is "*Is that all there is?*" Sometimes it may take a lengthy period of time to get all the facts from the victim. Much depends upon the victim's age and level of capability.

An important point about written statements is this. Always have the person attempt to write his or her own statement. If they are incapable of writing their own, use a question-and-answer format and record their responses. If you decide to prepare the person's statement yourself, using your words to describe what you have been told, the document should then be classified as a Results of Interview statement. You should add the following paragraph at the end of a Results of Interview statement:

Mr./Mrs./Ms. _____ (your name) has read this statement to me
and it is accurate and true. _____ (victim's signature)
Date: _____ Time: _____

WHEN DID IT HAPPEN?

This is a simple question, but terribly important. Time is critical when checking out the whereabouts of suspects and other witnesses. Time is also an important factor if you are experiencing a series of events, such as locker thefts or vandalism to restrooms. Generally speaking, it is easier to establish the time of occurrence when dealing with a crime against a person than when dealing with property offenses. Very often with property offenses we only know when the offense was discovered, not when it was committed.

WHERE DID IT HAPPEN?

Again, it's a simple question but a most important one. Did the event occur on school property? Was the victim cutting class or late to school or engaged in an inappropriate activity, and is this report meant to cover up the victim's culpability? Additionally, knowing where the event occurred will help in determining if there is a location within your school or on your school grounds that needs closer supervision.

To assist you in this effort, consider taking a floor plan of your school and dividing it into zones. A zone is an area over which a person can reasonably maintain visual control, if assigned to do so. For example, if a person were to stand in the middle of the front hall, a zone is the distance this person is able to see in either direction. You can have as many zones in your school as you need. The key to creating zones is to make the zones small enough so that one person can maintain reasonable surveillance of the area. Figure 1 is an example of a Zone Map.

WHY DID IT HAPPEN?

As you listen to the victim describe the event, and perhaps later in talking with the suspect(s), be listening for the reason(s) why the event occurred. Was the assault in retaliation for an earlier event, or is this another "he said-she said" affair? What you are looking for is an indication that this event was "advertised." Were there some indicators school authorities failed to read or interpret correctly? Generally, there are few events that are truly spontaneous in nature. There is almost always some *notice* of a pending dispute. Hopefully, your sources of information will have tipped you off to the event, enabling you to minimize the disruption.

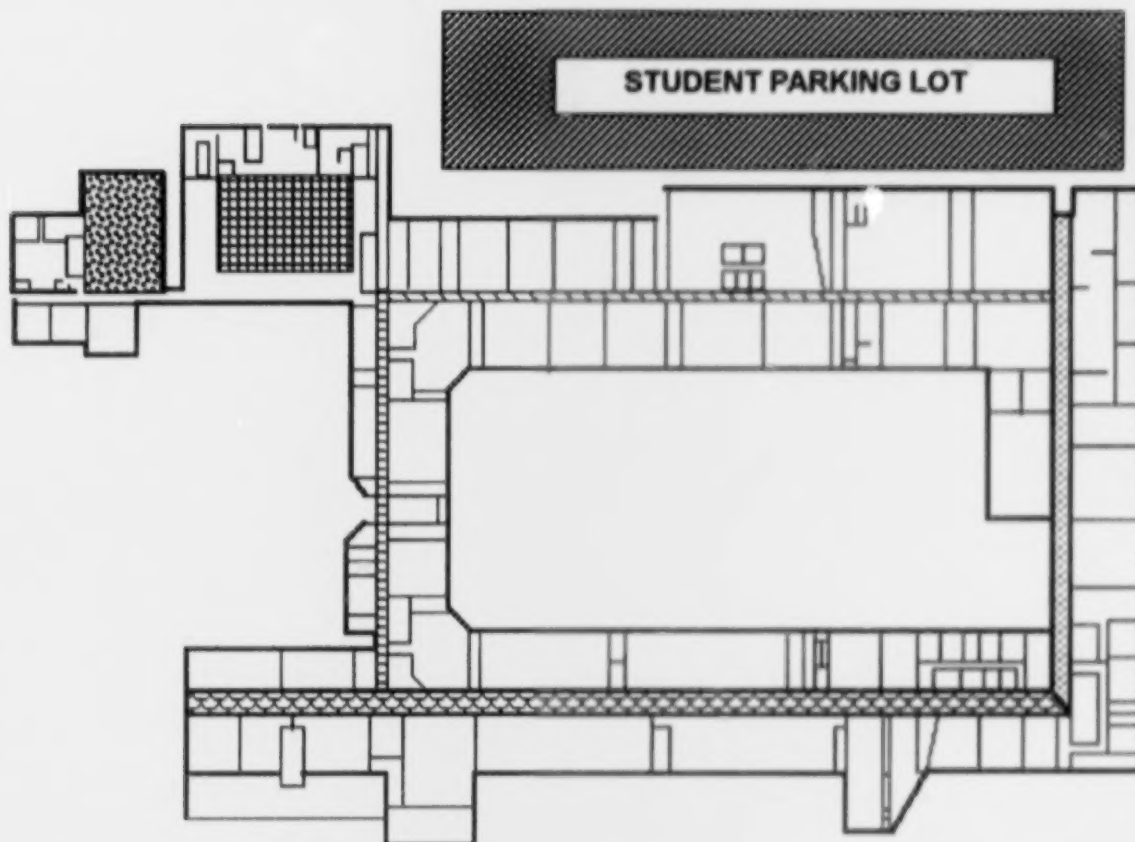
WHAT DID YOU DO IN RESPONSE TO THE INCIDENT?

This may be the most important question an administrator faces when being questioned about a particular event. Educational careers have gone up in flames when the response proved to be inadequate in light of the seriousness of the original complaint. The critical key to survival is *keep the boss advised*. No one likes to be blindsided by the media or a board of education member who was told by a constituent that such-and-such event occurred at your school and the superintendent had no knowledge of it. Simple rules to follow are:

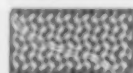
1. Report all violations of *law* to the police.
2. Report all fires, false fire alarms, and bomb threats to the appropriate authorities.
3. Notify the superintendent of the above and any other event that is likely to attract media attention.

Figure 1.

Zone Map (First Floor)



ZONE 1



ZONE 5



ZONE 2



ZONE 6



ZONE 3



ZONE 7



ZONE 4

INCIDENT PROFILING

A well-written report serves a number of functions. The most obvious is that it will be used in any follow-up actions, such as suspension proceedings, court proceedings, and/or documentation as to what occurred, if you or the school district are sued. If these were their only uses, all of the energy that went into the preparation of the report would be worth the effort. However, there is yet another use for some of the information contained in your report and that is in providing you with the ability to do *Incident Profiling*.

Incident Profiling is a management tool that provides school administrators with two very important advantages: the ability to prevent recurrence of incidents, and better control over the amount of time administrators spend on handling them.

Before we get into the mechanics of *Incident Profiling*, we need to discuss how Security Incident Reports (dealing with violations of law) and Student Referral Data (dealing with violations of school rules) are stored in your school. This is important because if *Incident Profiling* is going to be an effective tool, the data must be in an easily retrievable format.

Generally, a school divides the responsibility for the handling of Student Referrals into one of five management styles.

- Students are assigned to a grade-level administrator.
- Students are divided by alphabet: A-E, F-M, etc.
- One person handles all referrals.
- Students are assigned by gender.
- Whichever administrator is available handles the referral.

The most important issue at this point is not who handles the case, but how the referral is filed after adjudication. In almost 100 percent of the cases, a copy of the referral is filed in the offending student's discipline file. Additional copies may be sent to the referring teacher, guidance office, and perhaps the offender's home. (In the case of the Security Incident Report, dissemination may be more restricted.) The incident may also be entered into the school's computer system.

In addition to the standard filing procedures already in use, I would like to suggest that a *generic file* be established at a central location in the school. The generic file consists of a *separate folder for every reason a student can be sent to the office for some type of disciplinary*

action. This will include all violations of school rules as well as of law. After the referral has been handled, the adjudicating administrator will file a copy of the referral/incident form in the appropriate generic file folder. (See Figure 2.)

Within a very short period of time, depending upon the size of the student population and their propensity to commit reportable offenses, you will have a complete history of all student referrals, including security incident data, at your fingertips.

Incident Profiling - Security Incidents (Violations of the Law), Form 3. Four pieces of information are required to accomplish this type of profiling [Note: In order for profiling to be meaningful, you need to select an offense in which you have had 10 or more occurrences. Fewer than 10 makes the resulting profile statistically suspect]:

1. Selection of a specific offense — e.g., assault and battery
2. Location where offenses occur — zone map
3. Day of week
4. Time of day — class period

Patterns will become quite evident, and intervention strategies can be implemented to stop or at least reduce the number of incidents. In the example chosen, assault and battery, your data will show which days of the week assaults are most likely to occur, where in your school (through the use of the zone map, as discussed in Chapter 2) and when they are most likely to occur. Armed with this information you can redeploy staff to thwart further attacks. The result? **The school administrator becomes the controller of events rather than being controlled by events.** What a unique concept!

Incident Profiling — Student Referral (Violation of School Rules), Form 4. This is by far the most important use of profiling because of the sheer number of referrals involved. In a large high school, it is not uncommon to record fifty to one hundred student referrals in a week. This activity eats up administrators' time and has a disruptive influence on the orderly operation of a school. Additionally, when you have a high number of student referrals, you can expect that the number of student suspensions will also increase. The result is an increase in the number of out-of-school days for students and an increase in parent conferences. Not a joyous situation.

Profiling provides you with a quick and easy process for analyzing your referral data. Choose a category of referral, such as insubordination. By doing a quick sort of the referral forms you will discover three important facts:

1. Who is being referred?
2. Who is doing the referring?
3. How are similar cases being adjudicated?

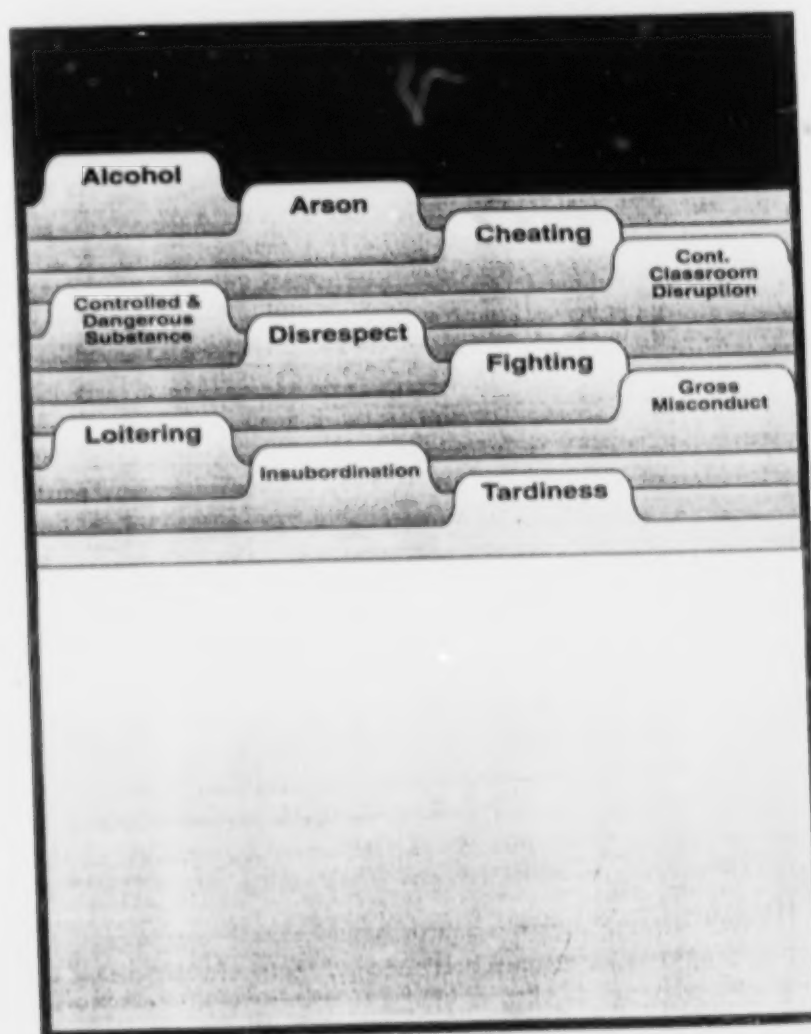
Figure 2.

Generic File System

Review your Code of Student Conduct. For every reason a student can be sent to the office for some infraction of the Student Code, create a separate file folder. See example below.

Establish one central generic file for the entire school. Every administrator will be responsible for filing one copy of the student referral in this **generic file** in addition to all other required filings.

Utilizing this generic file system simplifies the task of determining the major issues facing your school.



3

Form 3.

**INCIDENT PROFILING – Security Incidents
[Violations of Law]**

Offense: Primary _____ Sub 1: _____ Sub 2: _____

Date: _____ Day: _____ Time: _____ Class Period: _____ Zone: _____

Describe Offense: _____

Description of Property Stolen/Destroyed: _____

Value: \$ _____

Offender:

Name: _____

Grade: _____ Age: _____ Sex: _____ Race: _____

Victim:

Name: _____

Grade: _____ Age: _____ Sex: _____ Race: _____

Actions: Administrative Action: _____

Notifications: Parents: _____ Police: _____ Superintendent: _____ Other: _____

Form 4.

**INCIDENT PROFILE – Student Referral
(Violation of School Rules)**

Offense: _____

Date: _____ Day: _____ Time: _____ Class Period: _____ Zone: _____

Student Referred: _____

Grade: _____ Age: _____ Gender: _____ Race: _____ No. Times Referred: _____

Person Referring Student: _____

Relationship to Student: _____

Describe Violation: _____

Action Taken: _____ By Whom? _____

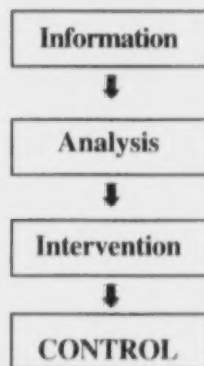
3

What you will find is that there is a core of kids who seem to be referred for a particular violation over and over again. This is not very surprising. But it is also probable that you will discover that you have some teachers who react differently to student behavior. Those who are easily offended or who have low tolerance for certain types of behaviors tend to refer a disproportionate number of students.

Armed with this data, you can quickly detect patterns and trends.

- Are the same students being referred by the same teachers repeatedly?
- What is the *specific infraction*?
- Did the teacher contribute to the infraction through inappropriate actions?
- Is there a personality clash between student and teacher?
- Is there a group of students and/or teachers that needs some specific guidance on how to deal with each other?
- Do administrators treat violations of the same school rule similarly?

The answers to these and other questions will aid in the development of intervention strategies that will reduce the number of student referrals. The key is the application of the following sequence:



CHAPTER 4

CATEGORIES OF OFFENSES

For incident profiling to be effective it is important to use a standardized Category of Offense Code. All security incidents that occur in schools can be classified by the various codes provided on the following pages. By using the proper *Primary Offense Code* you will be able to determine the appropriate Subcategory 1 and 2 codes. The Incident Report is filed by Primary Offense Code and the subcategories are used to further refine your information.

For example: A student assaults a teacher, and as a result of the assault, the teacher receives injuries and requires hospitalization. By referring to the Category of Offense Chart you would classify this event as a 3c(4): 3 = assault, c = assault against teacher, and (4) = victim was hospitalized. Another example: A student assaults another student with no resulting injuries. This event would be classified as a 3a(1).

When you do an analysis of security incidents, you can very quickly separate all incidents involving assaults by victim and by seriousness of the assault. If the majority of assaults involved student on student and resulted in no injury, your response to these assaults would be different from a response to a situation where the majority of assaults were against teachers and the majority of teachers were injured.

The same is true for any of the categories listed. By using this system, you can determine not only the number of incidents, but also the relative degree of seriousness. This is a powerful tool for administrators to have at their disposal. How many times have you been required to respond to the charge that students are "out of control" or "crime is rampant in the school"? By using the incident profiling system you will be in a position to counter such frivolous charges.

Remember, you can't begin to control events until you fully understand the nature and extent of the problem. And you can't begin to understand the nature and extent of the problem until you have collected *information*, performed an *analysis* of the information, and then selected an appropriate form of *intervention* so as to *control* future events.

CATEGORIES OF OFFENSES

Code No.	PRIMARY OFFENSE	SUBCATEGORY 1	SUBCATEGORY 2
1	Alcohol	a. use b. possession c. sale/distribution d. intoxication	(1) beer (2) wine (3) liquor (4) unknown
2	Arson	a. actual b. attempted	(1) building damage under \$500 (2) building damage over \$500 (3) content damage under \$500 (4) content damage over \$500 (5) combined damage under \$500 (6) combined damage over \$500
3	Assault	a. against student b. against administrator c. against teacher d. other adult e. fight — equal participation f. threats	(1) no injury (2) minor first aid (3) treated by doctor (4) hospitalized
4	Bomb Incident	a. threat b. device found c. explosion	(1) no injury (2) personal injury (3) property damage (4) both (2) and (3)
5	Burglary	a. actual b. attempted	(1) property theft under \$100 (2) property theft over \$100 (3) property damage under \$100 (4) property damage over \$100 (5) combined property theft and damage under \$100 (6) combined property theft and damage over \$100
6	Disorderly Conduct	a. involving a student b. involving an outsider	NONE
7	Drug Offenses	a. use b. possession c. sale/distribution d. overdose e. found f. suspicion	(1) marijuana (2) amphetamines (3) barbiturates (4) hallucinogens (5) cocaine (powder) (6) crack cocaine (7) inhalants (8) other substance
8	Extortion	a. actual b. attempted	(1) value under \$5 (2) value over \$5

Code No.	PRIMARY OFFENSE	SUBCATEGORY 1	SUBCATEGORY 2
9	Fire	a. building damaged b. contents damaged	(1) damage under \$100 (2) damage over \$100
10	Larceny/Theft	a. school property b. personal property c. inventory loss	(1) value under \$100 (2) value over \$100
11	Robbery	a. actual b. attempted	(1) value under \$5/weapon used (2) value over \$5/weapon used (3) nothing taken/weapon used (4) value under \$5/no weapon used (5) value over \$5/no weapon used (6) nothing taken/no weapon used
12	Sex Offenses	a. actual b. attempted	(1) rape (2) sodomy (3) child molestation (4) indecent exposure (5) sexual touching (6) sexual intercourse — consenting partners (7) obscene phone call (8) harassment (9) other
13	Trespassing	a. suspended student b. nonstudent	(1) committed other offense while on school property (2) committed no other offense
14	Vandalism	a. school property b. private property	(1) value under \$100 (2) value over \$100
15	Vehicle Complaints	a. student's vehicle b. staff's vehicle c. other	(1) excessive speed (2) illegally parked (3) stolen (4) recovered
16	Weapons	a. gun b. knife c. club d. other	(1) used in the commission of a crime (2) not used in the commission of a crime
17	Miscellaneous Complaint	NONE	NONE

CHAPTER 5

BOARD OF EDUCATION POLICIES

Frequently, school administrators find themselves in a bind when their board of education has not provided them with an accurate "map" as to how the board wants administrators to handle certain situations. Flying by the seat of your pants or guessing what the board wants you to do is no longer acceptable, given the litigious times in which we live. Translation: You can get sued for almost any action you take in a school. Although the plaintiffs may not be successful, you will have been through the misery and agony of defending yourself or one of your administrators when someone questions your judgment. If McDonald's can be sued successfully because a patron spilled a cup of hot coffee in her lap, think of all the possibilities that exist for you. Don't panic, just be cautious. When in doubt as to what your authority is — *ask*.

Over the years, school districts have become more conscientious about providing their administrators with appropriate direction. It is well understood that boards establish *policies* and staff write the implementing *procedures*. It is important that these companion documents are reviewed periodically to make sure they still comply with current legal decisions and practices.

My recommendation is that you review the current mountain of board policies and superintendent's procedures and extract from this voluminous stack of documents those that deal specifically with safety and security issues. Place copies in this binder as a quick reference.

As a start, you should have policies and procedures that cover the following topics or issues:

- Reporting of serious incidents
- When police are to be called
- Who has the authority to call the police
- What student information may be released and to whom
- What parent information may be released and to whom
- What to do in case of a bomb threat
- Authority to conduct searches and a list of search procedures
- What to do with contraband
- What violations are subject to expulsion and what discretion exists
- Under what conditions police may question a student on school property
- Who has the authority to suspend
- When a student may be physically restrained

I have purposely omitted any discussion of *child abuse* and laws that deal with children in special education. These are, of course, important issues in their own right, but every state has its own laws in regard to these matters.

If your school district has specific rules and regulations for handling serious disruptive behaviors, insert copies of the document(s) at the end of this section. When a problem develops, it is always frustrating to have to rummage around looking for the appropriate document.

It would also be helpful to create a chart of responses to disruptive acts as a quick reference document. Your chart should contain information in the following format, in conformity with the specific policies and procedures in effect in your situation:

<i>Type of Infraction</i>	<i>Policy Reference</i>	<i>Action to Be Taken</i>
Assault and Battery	BP 7-12.a BP 7-14.c	Notify police: 555-XXXX Notify parents Notify superintendent File Incident Report
Arson	BP 18-2.f	Evacuate building Call fire dept.: 555-XXXX Notify superintendent Notify maintenance dept. Notify safety officer: Ext. 231 File Incident Report

(...and so on through all categories covered in the compendium of policies and procedures you have compiled.)

The real value of the chart is that it is a quick reference for those who may not know what to do in the absence of the building principal. The time spent developing such a document will prove to be an extremely valuable tool in a crisis.

DEALING WITH CRIMES AGAINST PERSONS

It is important to acknowledge that some criminal acts are more serious than others and therefore have a greater impact on a school. Those criminal acts that *cause fear and anxiety on the part of the victim, as well as the general population*, require special attention by school authorities. The crimes that cause the most fear and anxiety are generally classified as **crimes against persons**. We will examine these offenses first and deal with **crimes against property** in Chapter 7.

A. ASSAULT AND BATTERY: *The physical attack of one person against another.*

Subcategory 1	Subcategory 2
a) against a student	1) no injury
b) against an administrator	2) minor first aid
c) against a teacher	3) treated by doctor
d) against other adult	4) hospitalized
e) fight — equal participation	
f) threats	

We need to be clear on several important issues involving school fights:

- Kids fight in school because they know *someone is going to intervene*.
- Fights rarely occur spontaneously.
- In most cases, there is fair warning that a fight is going to take place.
- The combatants are generally the least interested parties in the pending altercation. They are looking for a way out.
- The exception to all of the above is when the fight involves females. There are no rules of engagement when females decide to fight.

Assault and Battery: Prevention Strategies

1. Establish clear and consistent lines of communication with staff.
2. Share information with other administrators.

3. Develop sources of information within the community and especially the police department.
4. Know where your students tend to hang out on weekends, and if possible, obtain the name and phone number of the establishment they frequent (e.g., skating rink, shopping mall, etc.).
5. Assign personnel to specific areas of the school when students are not under direct supervision.

Assault and Battery: Response Procedures

More administrators and teachers are injured while attempting to break up fights and assaults than during any other type of activity. This generally occurs when the person breaking up the altercation makes several critical mistakes.

Mistake #1. Adults tend to run to fights and once on the scene immediately jump into the middle of the fracas and start to pull the combatants apart. This action offers the fighters the rare opportunity to take a "free shot" at the intervener. How could they possibly know it was you? The bottom line is your glasses are broken or your nose is broken or you have a bloody lip; none of these outcomes is acceptable.

Mistake #2. By not taking a few moments upon arrival at the fight scene to do a quick analysis of what is occurring, you attempt to intervene without knowing who the combatants are, or if there is a weapon involved, or who is winning, or what stage the fight is in, or if this event was staged for your benefit. All of this information is important in helping you decide the best course of action to take.

If circumstances permit, it is advisable to follow these procedures:

- Before leaving your office, remove watches, earrings, necklaces, and scarves.
- Grab your water bottle and pocket camera. (See Pete's Note, below.)
- *Walk*, don't run, to the fight.
- If possible, while walking to the fight, obtain other adult assistance.
- Note the spectators. You will want to deal with the ones who are always present.
- When in sight of the fight use your best "cafeteria voice" and announce your presence.
- Tell the combatants to **STOP FIGHTING!** Keep repeating this command.
- Call out the names of any of the students you recognize and give them direction to do something. "Mary, go to Mr. Frank's room." "Calvin, go to the office." It makes very little difference what you tell them to do; your objective is to clear the hall.
- *Even if you don't recognize a soul in the hall, call out any name; you are bound to find someone with that name in the crowd.*
- Don't be a hero — **GET HELP.**

Pete's Note: Water and cameras are two excellent tools for breaking up fights. A plastic water bottle is a wonderful way to deliver a nonlethal dose of water to the faces of the fighters. Just a slight squeeze produces a well-directed stream of water. The utilization of a small pocket camera with flash is equally effective, as fighters, and spectators too, are notoriously camera-shy. When in sight of the fight, and while calling out names, whip out your Brownie and start snapping pictures.

In all cases, before a formal investigation is conducted, the administrator will need to accomplish the following:

- Stop the altercation.
- Separate combatants.
- Obtain medical assistance if needed.
- Disperse onlookers.
- Assign a staff person to obtain names of all witnesses.
- Preserve the crime scene (for those cases in which the assailant is not known and/or prosecution will be sought and/or serious injury has occurred).
- Call police and/or security.
- Notify parents of students who are involved.
- Assign a staff person to remain with the victim(s) until medical help arrives.
- Assign a staff person to remain with the assailant(s) until the police or administrator conducting the investigation arrives on scene.

Assault and Battery: Investigative Techniques

- A. For cases that are going to be handled *administratively* and are not going to be referred to the police or security for prosecution:
 1. Have the parties involved prepare a written statement about the events as they perceive them.
 2. Have each witness prepare a written statement.
 3. Allow a cooling-off period before attempting to bring the parties together. The length of time needed for the cooling-off period will vary from incident to incident.
 4. Ascertain the causes of the dispute. Very often a third party will have been the instigator of the altercation, and it is important to identify this person and treat him or her as an active participant in the incident.

5. Follow established procedures with regard to suspension or detention.
6. Solicit from each of the participants a written agreement regarding future behavior.
7. Determine where the students should have been at the time of the assault or fight.
8. Prepare a written report of the entire incident, including the time first notification was made of the assault or fight and the chronological order of events, listing the names and times notifications were made. Investigative reports should include a statement of the intent of the parents of the victim as to the course of action they are considering, e.g., filing criminal charges, or filing civil suit for recovery of damages.
9. In cases involving an allegation that a staff person assaulted a student, it is recommended that the superintendent be notified as well as the attorney for the board of education.
10. Analyze the incident to ascertain what steps, if any, could have been taken to prevent this incident.

B. For cases in which criminal prosecution is anticipated:

1. Isolate all witnesses, assailant(s), and victim(s) pending the arrival of police or security officers.
2. If a weapon is involved, maintain custody of the weapon until it is turned over to the police or security. Obtain a written receipt for the weapon.
3. Notify parents of students involved.
4. Assign a staff person to remain with victim(s) until police or security arrive.
5. If a victim is transported to a medical facility, have a staff person accompany him or her.
6. Prepare a written narrative of the event including the names and times all persons were notified of the event.
7. If the assailant is not known, it is imperative that the scene of the assault or fight be secured until the police or security can conduct a crime scene search. This may require assigning several staff members to the area and not allowing anyone other than the police or security to enter the area.

8. Be prepared to answer inquiries from the news media. If the case is going to be handled by the police or security, coordinate any press releases with the officer on the scene.

Assault and Battery: Other Considerations

- A. Each assault or fight report should include a statement as to the extent of injury. The following classifications are recommended:
 1. No medical attention was required.
 2. First aid was required (administered by school personnel).
 3. Medical attention was required (provided by a physician).
- B. Determine whether the assault or fight will have additional ramifications for the school and/or the community. It may be advisable to request that additional personnel be assigned to the school for a short period of time to help reduce levels of anxiety or fear on the part of students and staff. Police should be advised if it appears that the incident will spread into the community.
- C. For serious assaults or fights it is advisable to discuss the incident with faculty and perhaps representatives of the student body. It is important to have the actual facts disseminated rather than allow rumors to spread.
- D. At some point, a parent or student conference will have to be held. This conference should not take place until there are assurances that the parties involved can discuss the issues without escalating the animosity between the students.
- E. If the origin of the dispute is a community or neighborhood conflict, it may be advisable to involve neutral community leaders (clergy, juvenile service personnel, recreation leaders, etc.) in the conference. All parties should agree to the involvement of outsiders prior to the conference.
- F. Do not underestimate the value of student mediation as a tool for the pre- or assault or student fights and in the resolution phase following an altercation.

B. DRUGS/NARCOTICS/ALCOHOL:

Any illegal substance (including alcohol) that when taken internally or smoked, causes change in person's behavior.

Subcategory 1	Subcategory 2
a) use	1) marijuana
b) simple possession (personal use)	2) amphetamines
c) sale/distribution	3) barbiturates
d) overdose	4) hallucinogens
e) found substance	5) cocaine (powder)
f) suspicion	6) crack cocaine
	7) inhalants
	8) beer
	9) wine
	10) liquor
	11) other substances
	12) unknown

Drugs: Prevention Strategies

By now, most school districts have adopted *zero tolerance* for drugs and drug paraphernalia. This is sound policy. Illegal drugs have no place in our schools, and we must be ever alert to their presence on school property. Over the years, the drug scene has changed drastically. Many of our students are now involved in the distribution network of the drug world. Some have become major players and, as a result of their involvement in drug trafficking, have become high-risk targets by rival drug operations. Drive-by shootings have become a major concern for scores of schools. An increase in gang activity along with the proliferation of firearms has placed an untold number of schools in "combat zones."

As student involvement has changed with regard to drug usage, so too has the manner in which drugs are sold. Dealers have learned to isolate themselves from the actual transactions and have recruited other students, often younger students, to perform the various tasks associated with distributing drugs. Some students are used only to relay drug orders, whereas others convey the drugs and still others are involved in the transportation of the cash. Drug dealers used to dress the part with lots of "flash." Today's dealers dress down so as not to draw attention to themselves. They have also equipped themselves with the latest in telecommunication technology. Telephone beepers, pagers, portable telephones, and even fax machines for automobiles have become the tools of today's drug merchant. Most schools view such equipment as *drug paraphernalia* and therefore ban their existence on school property.

Pete's Note: Several years ago, we had an enterprising drug dealer who used a voice-activated tape recorder for taking his drug orders. Every day, he would place the tape recorder in a different locker. During the morning PA announcements, he had an accomplice who would weave into the day's messages the locker number for the day. Unfortunately, it took us several months before we caught on. Embarrassing, to say the least, but I had to admire his ingenuity.

The point of all of this is that drugs are still with us and they continue to be a threat to our educational community. *It is important for school administrators to receive a yearly update from their local law enforcement agency as to the types of drugs, their street names, and how they are packaged, that are being used in the community and in area schools.*

Drugs: Response Procedures

- A. When suspected substance come into the possession of an administrator and there is a suspect, the following steps should be taken:
 1. Place the suspected substance in a clean plastic bag.
 2. Place the plastic bag in a clean envelope and seal the envelope.
 3. On the envelope, write the day's date, the time the substance came into your possession, the location where the substance was found or from whom the substance was obtained.
 4. Call the police and request that they come to the school. If possible have the officer run a field test on the suspected substance. A positive test will be all that is needed for further administrative action. For prosecution, the substance will need to be tested by a certified chemist. *Remember — there is no such thing as the "sniff-and-taste" drug test!*
 5. Have the police officer provide you with a written receipt for the suspected substance. (This establishes a chain-of-custody.)
 6. If the suspected substance cannot be picked up by the police prior to school closing, place the substance in a safe, secure place. Under no circumstance should a school administrator take the substance home for safe keeping.
 7. File appropriate criminal charges and initiate administrative actions.

8. Upon completion of this process, take a moment and *wash your hands*. You may have come in contact with a variety of substances and could ingest them unintentionally.
- B. If a student is suspected of being under the influence of some type of substance but no drugs are recovered, your response options are rather limited. I generally suggest that the student be treated as a "sick child," meaning that the parent is called and asked to come to the school because there is something "wrong" with his or her child. There are a number of reasons why kids sometimes act "wacky" that may not involve drugs. Record the incident about the student, and if repeated incidents occur, you will be on firmer ground for raising the issue of possible drug involvement with the parents.
- C. Plan for the reentry process of the student to school. The fact that a student has been suspended and criminally charged with a drug offense does not necessarily mean you will not have to deal with this individual at some later time. Plans should be made for the readmission of the student. This may involve counseling, restriction of activities, loss of privileges, or having a contact person assigned to the individual — one in whom the student feels he or she can confide.

Drugs: Investigative Techniques

The most common drug problem a school administrator faces is the persistent rumor that drugs are being used on campus. Very often the information is not specific, and one is left with the information that drugs are being used on the back parking lot, in the restrooms, in the faculty lounge, in a stairwell, and so on. The moment an administrator decides to check out the rumor, word has already reached the area he or she is planning to observe. By the time he or she gets there, the action has disappeared. The following are suggestions for circumventing the "con's" communication system:

- Surveillance cameras (closed-circuit television)
- Trained narcotic dog
- Restricted access to restrooms
- Sign-in and sign-out classroom sheets
- Parking stickers
- Police assistance
- Anonymous information system

Let's explore each suggestion more fully, its rationale, and the anticipated results each will produce.

Surveillance Cameras

Tremendous strides have been made in the development of various camera systems. Historically, users were limited to 35mm film, super 8mm motion-picture film, or closed-circuit television requiring constant monitoring. Today there are many more options, both in the application as well as in the physical size and shape of the equipment. Most surveillance equipment is within the financial capability of a school district, unless you opt for very exotic equipment. The advantage of the proper application of surveillance equipment is that it provides the harried school administrator with additional sets of eyes. With the small television cameras attached to VCRs recording student movement, both internally and externally, the principal can cover those locations where there is inadequate adult supervision. The tape only has to be reviewed if there is a problem or you want to do a spot check on activity. Students do not like to find themselves on film. Therefore they have a tendency to get to class and stay in class. Schools that are using this type of system report great results. One principal took the tapes and played them for his students during lunchtime. He states that vandalism to restrooms, class cutting, and the presence of *trespassers* have declined sharply. A side benefit to the surveillance cameras in the hallways is that teachers will want to make sure they are seen on film, thus indicating that they are in their classroom doors at class changes.

Trained Narcotic Dog

It has been said that dogs are man's best friend, and that may be so. What you never want to forget, however, is that a dog is a dog is a dog. Granted that they have certain abilities most humans lack, we do have the ability to think and to reason, and most dogs don't.

The use of narcotic dogs must be supervised closely, and procedures must be established for how dogs will be used and under what conditions. Dogs are great for sniffing lockers, restrooms, cars, and other similar areas. They should never be used to search humans, however.

In a recent civil case, a student was accused of having drugs on her person after a narcotic dog "alerted" when passing this student. After extensive questioning, which included a strip search of the girl, no drugs were found. What came out in the lawsuit that followed was the fact that the female student had a dog in heat at home. That is why the narcotic dog "alerted."

Dogs can be an effective psychological tool when used properly. Never lose track of the fact, however, that a human decision must still be made and the dog should only be viewed as a tool for establishing "reasonable suspicion," not as conclusive evidence that drugs are present.

Pete's Note: After you bring in a "real" narcotic dog, bring your own dog in the following week. The kids will never know the difference.

Restricted Access to Restrooms

If restrooms were used only for the purpose for which they were designed, I wouldn't be writing this section. Unfortunately, as every educator knows, restrooms are used as the meeting place for all types of activity: a quiet place for boy to meet girl or girl to meet boy, the local gambling casino, the marketplace where goods and services are bartered and shared. No one likes "potty patrol," least of all teachers and administrators. However, if that is where the action is, then administrators and teachers must also be there.

By analyzing carefully which restrooms pose the greatest problem, a decision can be made about which restrooms can be closed for at least part of the day. As long as several are kept open, there should not be too much of an outcry that you are denying students their right to have total access to every restroom facility in the school. By closing several of them, you increase your ability to monitor the ones remaining open.

Sign-In and Sign-Out Classroom Sheets

In addition to helping control the drug problem, this strategy has many benefits. The vast majority of all security problems stem from the simple fact that far too many students are allowed in the halls during class time without proper authority or supervision. When this situation exists, you will not only have a drug problem but you will find a large number of locker thefts, thefts of school property, trespassers, fights, assaults, robberies, and extortion.

The sign-in/sign-out procedure provides administrators with a very valuable tool for monitoring student activities. With the lists, administrators are able to identify quickly those persons who were out of their classrooms at the time an event occurred. The list will not help much the first couple of times, but by the third event you will probably find several students whose names appear on each list. You can then focus your attention on this small group rather than on the entire student body. The use of large hall passes described in the section dealing with trespassers also helps in controlling the halls.

Parking Stickers

The most effective way to control motor vehicle traffic at a high school is through the use of parking stickers. It makes the task of spotting outsiders' cars so much easier. Your custodial personnel, gym teachers, and driver education teachers can assist in identifying cars that do not belong on school property. The police can be called and furnished with the tag number of an offending car.

With a tag identification of the vehicle's owner, a letter can be sent to the owner advising the person that on a certain date, at a certain time, a vehicle registered to him or her was observed

on school property. The administrator can then advise the owner of the school's policy on "visitors" and request cooperation in the future. The next time the car shows up on school property and the driver does not report to register as a guest, you will be able to file trespassing charges against the owner.

Many times a student visits friends at another school. A letter to the parents is most beneficial in letting the parents know their youngster is some place where he or she shouldn't be. Also, a phone call to the student's regular school will put officials there on notice that the student is skipping classes.

Police Assistance

Educators should not try to become experts in drug identification. The police are trained and have the resources for identifying all types of drugs. It is becoming increasingly important to conduct a field test on suspected drugs if administrative action is going to be taken against a student. This is particularly true if a long-term suspension (more than five days) is contemplated.

Without a field test, you cannot know if a cigarette has been treated with PCP or some other type of drug. Nor can you tell if the green leafy substance is actually marijuana. A field test is simple and inexpensive, so don't overlook its use.

In addition to handling all suspected drugs, police are most interested in receiving information about automobiles that might be involved in drug dealings. Furnish the police with the tag numbers your staff collects as part of the parking lot surveillance. You never know when that tag number will assist in an ongoing investigation.

Do not expect your local police to get excited about small quantities of drugs. The availability of illegal drugs boggles the mind. Most police departments are concerned with large shipments of drugs, so it is difficult for them to become excited about one or two marijuana joints.

This is probably the most discouraging issue facing school administrators in their quest to rid their schools of drugs. Because of the generally small quantities of drugs that are confiscated, neither the police nor the courts are going to give the kind of support we would like to see. Therefore, the suggestions offered in this section are of the self-help variety. With the exception of the trained narcotic dog, all suggestions are designed to be implemented and carried out by school staff.

Anonymous Information System

Do not overlook the fact that numerous students, staff, and parents are more than willing to share information about a host of issues, including information about drugs. A system needs to be established whereby persons with information can pass the information on to a school person without fear of identification or reprisals.

One of the more effective ways is to establish a telephone line that records incoming calls. There is no requirement for callers to identify themselves in this process. The cost is minimal yet the results might be great.

You will not always be able to take action on the information furnished. Some information will be too vague, whereas other information is beyond your responsibility as a school administrator. However, all information should be treated as "intelligence data" and stored for future reference. You never know when that last piece of information is all you need to complete your puzzle.

Drugs: Other Considerations

The drug problem will be with us until such time as something else comes along and captures the attention of our youth. If drugs are in your community, they will be in your schools. We must therefore be alert to the presence of or the formation of gangs. As we are painfully aware, with gangs come weapons, robberies, extortion, intimidation, homicides, and a general disruption of the educational climate. As educators, we do not have the luxury of being able to ignore the problem. It is ours to deal with, and deal with it we must. Don't attempt to tackle the drug issue alone. Involve your parents, students, and staff. Together you can define what your school is and what your school stands for.

C. EXTORTION: *The use of "mild" threats or intimidation to demand money or something of value from another.*

Subcategory 1	Subcategory 2
a) actual	1) value under \$5.00
b) attempted	2) value over \$5.00

Note: Extortion has become synonymous with the taking of lunch money. This act most often occurs in elementary and middle schools. Seldom is extortion a problem in senior high school.

Extortion: Prevention Strategies

- A. Be constantly alert for this activity. Often the offenders do not understand the consequences of their acts. They don't understand that extortion is a crime.
- B. Note particularly any changes that occur in younger students' behavior. The young person who is being victimized will show a distinct change in behavior. For example, if a child buys lunch every day, and then suddenly stops buying lunch and is not bringing

lunch, it could be a strong indication that his or her lunch money is being taken. The cafeteria people will be the first to detect these changes, and it is important to bring this type of activity to their attention.

- C. For younger students, it is a good idea to collect their lunch money as soon as possible. Many schools have a policy that the classroom teacher collects lunch money first thing in the morning and returns it to the youngster at the appropriate time. For middle school and junior high school students, this may not be a practical solution.
- D. Keep an eye on the school "bullies," both male and female. If they know their actions are being watched, they will most likely think twice before attempting to take money from fellow students.
- E. Extortion may take place outside the school. Bus stops and routes taken by walking students are also "prime pickings." These areas need to be monitored on a random basis.
- F. Whenever students are bringing money to school for whatever reason — field trips, school pictures, school movies, bake sales, yearbooks, class rings, athletic events, and so forth, *collect the money first thing in the morning*. Issue receipts with the student's name, so that at a later time the student can show the ticket and gain admittance to the event and/or pick up merchandise ordered. The name is critical because if the receipt is lost or stolen, it will be useless to the finder or thief.
- G. Treat extortion as a serious offense. Students, regardless of age, must learn that they will be held accountable for their actions. Just getting the property back to its rightful owner and excusing the offending student with a warning is not sufficient.

Extortion: Response Procedures

- A. Upon notification that an extortion has taken place, ask the victim to give a detailed account. With younger children this can be a difficult task, but nevertheless it is an important one. There may be some hesitancy on the part of the victim to come forward to admit that something of value was taken. That is why, especially with younger children, it is so important to be alert to changes in behavior.
- B. Prepare an Incident Report of the event. Don't trust your memory. Besides, there may be more than one administrator to whom such events are reported. Accurate records are very important for several reasons, not the least of which is that these reports enable you to do incident profiling.
- C. Notify the parents.
- D. Notify the police.

Extortion: Investigative Techniques

- A. As stated earlier, watch for changes in student behavior. This will tip you off to possible victims, and it may very likely help you identify the extortionist. If Johnny or Mary suddenly is acting like the big spender on campus, and you know that neither one has hit the state lottery, you may have an excellent indication that he or she is up to no good.
- B. The experienced educator has learned how to read young people like barometers. Use the skills you have developed over the years. You won't be far off by listening to your instincts.
- C. Listen to what students are saying. If extortion is going on in your school, someone will talk about it. Critical listening is extremely important.

Extortion: Other Considerations

- A. Whether extortions are in fact being committed or only rumored to be taking place, they are a fear-inducing event. If students believe extortion is taking place, parents will soon be aware of their concern.
- B. Once fear has been introduced into your school, you will have a difficult time trying to convince people that their fears are unfounded. That is one of the reasons a proactive stance is strongly advocated in dealing with all security issues. An administrator stakes out a much stronger position by making a definitive statement about a certain event, based upon actual information, than by dodging the issue or flatly denying the existence of such an event when the students, parents, and faculty have knowledge to the contrary.

D. ROBBERY: *Robbery is the use of "strong" threats, fear, or intimidation to take money or something of value that is under the direct control of another.*

Subcategory 1	Subcategory 2
a) actual	1) weapon used — value under \$5.00
b) attempted	2) weapon used — value over \$5.00
	3) weapon used — nothing taken
	4) no weapon used — value under \$5.00
	5) no weapon used — value over \$5.00
	6) no weapon used — nothing taken

Robbery: Prevention Strategies

- A. The single most important strategy for preventing robberies or any other criminal offense against persons is your ability to create an environment that is perceived as a high-risk area for the commission of a crime. This is not some euphemistic notion. It is accomplished by making security a high priority within the school. Through the deployment of staff and through the supervision of students, a *security presence* can be established to discourage would-be criminals. Through your example as a caring, involved, highly visible administrator, other staff members will become involved as aggressive, proactive members of your team. Students will see this level of involvement, and the word will quickly travel that your school is no place for violence.
- B. Ask your local police to make periodic checks of the exterior of your school during the regular school day. Invite the officers into your school and have them walk the halls with you. If this is done every so often, people will soon get the idea that they cannot predict when the police or other kinds of security personnel will be in the school. This can have a very stabilizing impact.
- C. There are a number of target-hardening techniques that can be used to limit your school's vulnerability to criminal acts. They include:
 - When money is being counted, do so in a secure area.
 - Do not have money in view in the main office.
 - When cafeteria personnel are counting the day's receipts, make sure the back kitchen door is locked.
 - If possible, vary the route and the time that bank deposits are made.
 - As soon as school is over, have the building custodians secure all exterior doors.
 - If parent conferences are scheduled with teachers after school, conduct the conferences in an area where other people are present, not in the back of the school in an isolated classroom.
 - Arrange for police and/or security to be present for evening activities at which admission is charged.
 - As part of your normal routine, conduct "hall sweeps" during the day. A hall sweep is nothing more than having staff question anyone found in the hallways during class times. This is very effective for identifying outsiders who have no business in your school.
 - Pay particular attention to areas students frequent when not in class. Parking lots, restrooms, and secluded locations around the exterior of the school are prime locations for robberies.

Robbery: Response Procedures

- A. *Robbery is a felony. It is a serious crime. Call the police. Do not attempt to handle a robbery as a disciplinary matter.*

- B. If the victim has been injured, obtain medical help and notify the parents.
- C. Preserve the crime scene. Don't allow anyone access to the area until the police have arrived.
- D. Prepare an Incident Report, noting the time you were notified and what actions you took.

Robbery: Investigative Techniques

None. Robbery is a police matter.

Robbery: Other Considerations

- A. A high percentage of all robberies involving students in secondary schools are drug-related. Very often the first story told is not a true rendering of the facts.
- B. If the victim has been involved with drugs in the past, make sure the police are made aware of this fact.
- C. Also keep your eye open for the youngster who got money from his or her parents for a particular purpose and then used the money for some other purpose. Robbery is often claimed to explain where the money went.
- D. Robbery is a fear-inducing event. You will need to be prepared for inquiries from upset parents and the media. It is important that you obtain factual information about the event and be prepared to answer questions. Steps must be taken to allay any fears other students or staff members may have as the result of a bona fide robbery.

E. SEX OFFENSES: *The definition of sexual offenses varies from state to state according to the age of the victim, the type of sexual act, and the age of the offender. Consult local laws for actual operational definitions.*

Subcategory 1	Subcategory 2
a) actual b) attempted	1) rape 2) sodomy 3) child molestation 4) indecent exposure 5) sexual touching 6) sexual intercourse — consenting partners 7) obscene phone calls 8) harassment 9) other

Sex Offenses: Prevention Strategies

Most sex offenses take place outside normal school hours. They are more likely to occur on the way to school, on the way home from school, or in the community. Although a school cannot do a great deal to prevent sex offenses, some steps can be taken to reduce the opportunity for them to occur.

- A. For schools utilizing female safety patrols, it is wise to assign female students to posts that are in view of other posts. What you want to do is reduce the number of isolated posts.
- B. Discussion should be held with all students involved in the safety patrol program about issues that affect their personal safety. The police can assist by locating appropriate materials to be used for these discussions. The purpose is not to frighten students but to make them more aware of their surroundings and of the need to be alert to possible problem situations.
- C. Faculty members should be made aware of the potential danger sex offenses pose for their students. Of great importance is the need for teachers and other staff members to know how reported sex offenses are to be handled in the event a student reports such an offense to them.
- D. Be observant. Adolescents are not always aware of the consequences of their actions. Students need to be supervised at all times, not only while they are in school but also when they are participating in school-sponsored activities. If parent volunteers are being used as chaperones, make sure they have been briefed on what to expect. Some parents are extremely naive.
- E. A word of extreme caution. There are, unfortunately, among us those who view children as sexual objects. They are called *pedophiles*. They come in all sizes, shapes, races,

and cultures. They are found in every walk of life and career field *including education*. It can be particularly difficult when one of them turns out to be a colleague. The bottom line is that as a school administrator you must deal with all categories of offenses, regardless of who might be involved.

Sex Offenses: Response Procedures

Upon notification that a student has been the victim of a sex offense, do the following:

- A. Call the parents.
- B. Call the police.
- C. Isolate the victim until the police and parents arrive.
- D. Protect the crime scene, if the event occurred on school property.
- E. Do not question the victim. With younger students it is extremely important for the investigating officer to hear the first story the youngster tells, not the third, fourth, or fifth version.
- F. Prepare an Incident Report.

Sex Offenses: Investigative Techniques

None. All sex offenses are police matters.

Sex Offenses: Other Considerations

- A. The victim of a sexual offense may not always come forth with a report. Certain staff members, such as a school nurse or aide, a secretary, or a guidance counselor may be sought out by students having problems. It is imperative that these people be particularly sensitive to changes in the behavior of students.
- B. Treat every reported sex offense as a serious matter. Do not let prior knowledge of a student's sexual behavior influence your handling of a reported offense. Most states have statutory offenses that state that females below a certain age cannot legally give consent to sexual acts.

F. TRESPASSING: *Unlawful presence on school property.*

Subcategory 1	Subcategory 2
a) suspended student b) nonstudent	1) while trespassing, committed another offense 2) while trespassing, committed no other offense

Trespassing: Prevention Strategies

- A. The key to controlling trespassers is to first control the students. If a school allows excessive use of hall passes or issues no passes at all, it is virtually impossible to control trespassers. If, on the other hand, halls are clear during class periods, then the identification and subsequently the control of trespassers can be simplified.
- B. A good idea for controlling students and legitimate visitors in a school involves the use of two distinct types of passes. For classroom use, each teacher is issued one large 12" x 15" brightly colored pass with the room number written in large print. In the center of the pass is a place to fasten the normal size hall pass that contains the student's name, destination, and time of issuance. All classroom passes are the same bright color — deco green, for example. All visitor passes are the same size but a different color. On this pass you may want to include a floor plan of the school showing the location of various classrooms. When administrators or teachers in the hall see someone without one of these brightly colored pass boards, they can assume that person is probably a trespasser.
- C. For the control of parking lots, it is strongly recommended that a student/faculty parking sticker system be implemented. Again, when cars are detected on the premises that do not display a current sticker, the assumption can be made that either there is a legitimate visitor on campus or there is an outsider. The tag number can be recorded, a check made with the office to see if the tag belongs to a visitor's car, and if not, the police can be called for assistance.
- D. Both of these strategies help to create a "security presence" in the school. People will quickly realize they cannot wander around the school unnoticed.
- E. Many schools, particularly high schools, use a student ID card system. For some schools it is very effective, whereas for others it has been less than a total success. The problem seems to arise with forgotten and lost ID cards. If you can work out

that problem, then you can probably have a successful ID system. It also seems the more times a student has to use the card, the less likely he or she is to forget or lose it.

- F. Hall sweeps are effective for controlling unwanted hall activities. As discussed earlier, hall sweeps are most effective if they are performed on a random basis without prior announcement. Teachers should be advised that if any of their students are picked up in a hall sweep and the student is without the proper hall pass, they will be held accountable for allowing the student to be out of class.
- G. Another strategy that has been used with some success is placing a student who is found out of class in the nearest classroom for the remainder of the period. It doesn't take long for the recipients of these unwanted students to let the offending teachers know exactly how they feel about having their classes disrupted by the professional hall walkers. Be prepared to act as mediator, as discussions can become quite heated in the faculty lounge.

Trespassing: Response Procedures

- A. Upon notification that outsiders are in the building, assemble available staff and conduct a thorough search for the individual(s). Once they are located, greet the trespasser(s) in the following manner:

In your brightest, most cheerful voice say, "Oh there you are. I have been looking for you. We knew you were in the building. Obviously, you did not see the sign that requires all visitors to report to the main office. Why don't you come with me and we can get you checked in, and I can cancel the call we placed to the police."

- B. The trespasser will probably do one of two things; run, or go with you. In either case you have won. **Never, never, never attempt to apprehend a trespasser.** Too many of your colleagues have been seriously injured or killed attempting to apprehend trespassers. If they run, wave good-bye. If they comply with your direction to accompany you to the office, you have been successful.
- C. When an outsider refuses to comply with your request to go to the office, make a mental note of what the person is wearing along with a general description of the person. Write the description down along with the date, time, and location of the sighting. If that individual refuses to leave or runs from you, you will have a description to give to police.
- D. After-school and evening activities present a greater problem in controlling outsiders. About the only suggestion is to have your custodians and activity sponsors be alert to the problem and summon the police if the problem persists.

Trespassing: Investigative Techniques

- A. Buy yourself an inexpensive camera, the kind that fits easily into a pocket. Carry it with you at all times. In the event you encounter outsiders, whip out the camera and take their picture. It is amazing to watch the change in behavior when someone thinks his or her picture has been taken. The person will either become very cooperative or run like the devil. Either way, you have accomplished your mission. You have dealt with the trespasser. (Having film in the camera is not important. This is psychological warfare at its best.)
- B. Some schools have had success in dealing with trespassers by using the following technique: Once the main office has been notified that an outsider is in the building, the principal or other administrator makes an announcement over the PA system that there are unregistered persons in the school and that each teacher should go immediately to his or her classroom door and see if the unregistered persons are in the vicinity. When the person is confronted by three or four teachers, he or she quickly departs.

Trespassing: Other Considerations

- A. Never, never get in a hare-and-hound chase. Nothing looks more foolish than an adult chasing some fleet-footed rascal down a hallway. This is one race you can never win, so don't attempt it.
- B. Serious consideration should be given to lassoing the first trespasser you apprehend and tying the individual to the flagpole for a week or two. Nothing like setting a good example for the rest of the community.

G. WEAPONS: *Any object that can be used to inflict bodily injury.*

Subcategory 1	Subcategory 2
a) gun b) knife c) club d) other	1) used in the commission of another crime 2) not used in the commission of another crime

Weapons: Prevention Strategies

- A. Let the world know that the possession and/or carrying of any type of weapon on school property is a crime, that it will be treated as a serious offense, and that any person found in violation of this school policy will be arrested and suspended from school.
- B. Every morning, have an administrator check with custodians and bus drivers to see if weapons have been brought to school. These people will probably know before anyone else. Special attention needs to be given to trash bins, wooded areas near parking lots, restrooms, and any other hiding place students have discovered in the school. Bus drivers might hear a youngster talking about the presence of weapons or see them brought onto the bus.
- C. Keep lines of communication open to students. If a weapon has been brought to school, they will talk about it. It is important to have access to students who will be willing to share this information with you.

Weapons: Response Procedures

- A. Few words cause greater anxiety than "There's a gun in the school." Having a gun in school or the rumor of a gun in school will ruin your day and just about wipe out any other plans you had until the gun is found or the rumor is put to rest.
- B. Call the police, let them know what you are confronted with, and ask if they have any information about events that have occurred in the community that would lend credence to the report of a weapon in the school.
- C. Alert custodial staff and have them check various hiding places.
- D. Assign staff, teachers included, to locations during lunch periods that will provide high visibility. Until the weapon is found, you want to create the impression that adults are everywhere.

Weapons: Investigative Techniques

- A. Start talking. You will need to interview everyone who might have information about the weapon. Keep in mind that your primary concern is to get possession of the weapon, not to prosecute someone for possession of a weapon. Therefore, if the situation is such that you have to make some "deals" to gain possession, do so.

- B. If it becomes necessary to search lockers, do it. Just be reasonable in the manner in which the search is conducted. See Chapter 9, Search and Seizure.
- C. If your information leads you to one suspect and that student is now being questioned, don't hesitate to do a "pat down" search of the student. This type of search involves the *external* feeling of clothing and the inspection of purses or other hand-carried objects. A hand-held metal detector is very effective in assisting in this type of search. It is far less intrusive than having to do a physical "pat-down."
- D. Do not, *under any circumstances*, do a "strip search." A strip search occurs when a suspect is separated from his or her clothing. If you firmly believe that your suspect has a weapon hidden on their body, call the parents and have them remove the student from school.
- E. Try to establish why a weapon was brought to school. Establishing the possible motive for bringing the weapon(s) to school will help you develop a logical list of suspects.

Pete's Note: The vast majority of weapons that are brought to school are not brought with the intent to use them. Most often, weapons are brought to school for one of two reasons: for protection or for "show and tell." It has also been shown that a weapon, particularly a gun, will pass through a number of hands during the school day. The sooner the gun is recovered, the fewer students will need to be expelled (under zero-tolerance policies).

Weapons: Other Considerations

- A. Don't deny the presence of a weapon if one in fact was recovered in the school. Answer any inquiry honestly, and include in your answer what actions you took with respect to the offense.
- B. Don't keep recovered weapons in the school. Call the police and turn the item(s) over to them.

DEALING WITH CRIMES INVOLVING PROPERTY

Although the topic of crimes against persons has been given first billing, this should in no way detract from the importance of property offenses. It has been my basic philosophy that I could always replace "things," but I could not undo the psychological damage a personal attack caused its victim. Those events tend to develop a life of their own and have ramifications long after the actual event takes place. That being said, however, victims of *any type of crime* can, and often do, have recurring nightmares about the event. I do not wish to minimize or make light of their personal trauma. What I am attempting to do is establish in the school administrator's mind the importance of addressing *fear-inducing events as their first priority* and property offenses as the next order of business.

A. ARSON: *The willful and malicious burning or attempt to burn property belonging to another.*

Subcategory 1	Subcategory 2
a) actual b) attempted	1) building damage under \$500 2) building damage over \$500 3) content damage under \$500 4) content damage over \$500 5) combined damage under \$500 6) combined damage over \$500

Arson: Prevention Strategies

- A. Ask the local fire department to conduct a building survey with recommendations for the storage and use of flammable materials.
- B. Require all storage areas to be secured at all times.
- C. Conduct fire prevention workshops/seminars/in-service training with all personnel.

- D. Reduce the quantity of combustible materials in lavatories. The use of air hand dryers is excellent for eliminating paper towels from restrooms.
- E. Give special attention to the safe storage of chemicals in science laboratories.
- F. Install fire detectors in areas where combustible materials are stored.
- G. Assign a staff person the responsibility for checking storage areas at the end of the school day. This includes both interior and exterior storage areas.
- H. Insist that all fires be reported immediately to the fire department. Let the professional fire investigator determine whether the fire is accidental or an act of arson.

Arson: Response Procedures

- A. Upon notification of a fire, immediately call the fire department and evacuate the school.
- B. Evaluate the situation while awaiting the arrival of the fire department, and account for all students and staff.
- C. If the fire is extinguished prior to the arrival of the fire department, do not reoccupy the school until notified by the ranking fire official that the building is safe to reenter.
- D. Preserve the crime scene. The fire investigators will need to examine all materials to determine the cause of the fire. It is imperative that nothing be discarded until their investigation is completed.

Arson: Investigative Techniques

- A. Arson cases and fires
 - 1. School administrators have no investigative responsibility; all fires will be investigated by fire investigators and/or police.
 - 2. In support of the investigative efforts by outside agencies, develop a list of possible suspects. Evaluate the types of events that have recently occurred in the school or in the community that might reasonably be viewed as having a bearing on the arson investigation: racial tensions, disgruntled students/employees, prior fires, rivalry among students or between schools, gang activity, etc.
 - 3. Make contact with various information sources.

B. False fire alarms

1. All false fire alarms should be reported to the fire department.
2. Using a floor plan of the school, locate each fire alarm station on this plan. Each time an alarm is sounded, record the exact location, date, and time of alarm. The purpose is to develop a pattern to the alarms. By establishing a time pattern, you can assign staff to provide greater adult presence in halls and stairwells.
3. If false fire alarms are a persistent problem, initiate a sign-in/sign-out log in each classroom. Have each teacher record the name, time, and destination of each student leaving the classroom, and the time each student returns. These lists will be a valuable asset in attempting to develop a list of suspects.
4. Consideration should be given to installing special covers over the pull stations that will sound a local alarm prior to sending a general alarm. Schools using this type of device have found a marked decline in alarms. *Before any such device is installed, obtain the fire department's approval.*

Arson: Other Considerations

A very effective tool in reducing false fire alarms is to involve the student body in a way that gives them some responsibility for "guarding" fire pull stations. Generally this requires little time and causes very little disruption to the school program. Stationing students at key locations three to five minutes before and after classes change often eliminates false fire alarms.

B. BOMB THREATS AND EXPLOSIVE DEVICES: *The conveying of a message, by whatever means, that an explosive device has been or will be placed with the intent to disrupt the school.*

An explosive device must contain combustible material and a means to detonate the device.

Subcategory 1	Subcategory 2
a) threat	1) no injury
b) device found	2) personal injury
c) explosion	3) property damage
	4) both personal injury and property damage

Bombs/Explosives: Prevention Strategies

In a realistic sense, a school administrator can do little to prevent bomb threats. When one considers the unlimited access to telephones, email, pages of instructions for building explosive devices on the Internet, and access to publications that offer step-by-step directions to the would-be bomber, it certainly makes "prevention" something less than an exact science. Some general strategies can be employed, but they are limited.

- A. Require that all chemical storage areas be locked and that careful inventory be maintained on those chemicals that can be used to make explosive compounds.
- B. Apply all of the *Target-Hardening Techniques* discussed for the protection of buildings in Section C, Burglary, in the sense that a secure building makes illegal entry more difficult to achieve.
- C. Establish written procedures with staff members who answer telephones on how to handle a bomb threat.
- D. Be watchful for publications that furnish instructions for making bombs. *The Anarchist Cookbook*, *School Stoppers Handbook*, and *Underground Manual Number 3* are several that have made the rounds of schools.
- E. Never lose track of the fact that bomb threats and the placement of a bomb in a school are forms of terrorism. Neither should ever be viewed as a prank or some childish act.
- F. The vast majority of bomb threats are conveyed by telephone. Most jurisdictions now have access to Caller ID and #57, both made available by your local telephone company. It is a great deterrent to bomb threats. Just make sure you let your students know the service is in place.

Bombs/Explosives: Response Procedures

- A. Bomb threat
 - 1. Call the police.
 - 2. Evaluate the threat. On the basis of evidence, experience, and judgment, is the threat credible?
 - (a) evidence:
 - sign of illegal entry into the school
 - report of missing chemicals
 - no sign of illegal entry

(b) experience:

- all other bomb threats have proven to be a hoax
- tests are scheduled for today
- today is the first warm day of spring
- today is Senior Skip Day
- your school is playing its rival school in an athletic event
- the caller was obviously a youngster (there was giggling in the background when the call was received)
- unexplained student unrest
- employee strike

(c) judgment:

- based on all the available information, the threat is or is not credible

3. Conduct a limited search of the building.
4. Consult with the police on the scene.

B. Device found

1. Call the police.
2. Isolate the area.
3. Evacuate the school by stages (don't pull the fire alarm, as this may require students and staff to walk directly near the device — evacuate by room, starting with those rooms nearest the device).
4. ***Do not handle the suspected device — leave that to the experts.***
5. Reenter the building only after being advised to do so by the officer in charge.

C. Explosion

1. Assuming for the moment that the person in charge didn't cease to exist as a result of the explosion and the phones still work, all of the following suggestions are applicable:
 - Call the police and fire departments.
 - Evacuate the remainder of the building.
 - Develop a list of casualties.
2. Pending arrival of emergency equipment and additional help, get the students and staff to a safe location and maintain control of the students.

3. Whether the building will be reoccupied will be a decision made by the department and/or the police department. In either case, the following steps will need to be followed:

- Notify the superintendent. Thought should be given on how you want to phrase this message.
- Establish an information center staffed by senior officials who will be able to handle all inquiries about injured persons and the status of the school.
- Arrange transportation for the students should the school be closed.

Bombs/Explosives: Investigative Techniques

All bomb incidents need to be handled by individuals who are specially trained in these matters. Be guided by their recommendations, and offer whatever assistance you can to identify possible suspects.

C. BURGLARY: *The unlawful removing, taking, or carrying away of property from a school building that is legally closed.*

Note: "Legally closed" means that the last employee has left the school and the school has been secured.

Subcategory 1	Subcategory 2
a) actual b) attempted	1) property theft under \$100 2) property theft over \$100 3) property damage under \$100 4) property damage over \$100 5) combined property theft and damage under \$100 6) combined property theft and damage over \$100

Burglary: Prevention Strategies

The key to prevention of property loss rests with the school's ability to implement and maintain "target-hardening techniques." Target hardening is the process by which physical protective devices, internal management controls, and the careful deployment of security personnel are combined and coordinated in such a manner as to make the objectives of the criminal more difficult to achieve.

Target hardening always has an important judgmental factor. What *resources* will be needed to reduce what *risks* to what *desired level of acceptability*? Target hardening has these general objectives:

- To prevent a crime from occurring
- To make the criminal's task so difficult as to make his or her objective less desirable
- To slow the criminal down, thus increasing his or her chances of being apprehended
- To give warning of illegal entry
- To remove objects of value from sight
- To develop a security awareness on the part of administrators, teachers, custodians, students, and other staff members

A number of strategies can be used to meet the objectives of target-hardening techniques.

A. Building

1. Inspect all exterior door locks to ensure they are in good working condition.
2. Install a burglar alarm system, giving special care to cover the following areas:
 - a) classrooms and offices containing office equipment
 - b) musical instrument storage areas
 - c) food storage areas
 - d) stairwells — if multiple-storied building
 - e) intersection of hallways
 - f) areas where student records are maintained
 - g) areas where athletic equipment is stored
 - h) areas where chemicals are stored
 - i) principal's office (the principal may not keep anything of value in the office, but it is nice to protect the boss's possessions, regardless of value)
3. Have broken windows repaired as quickly as possible.
4. *Limit, limit, limit* distribution of keys. When keys are issued, have each recipient sign for the key received. Periodically check to see that employees have their assigned keys.
5. If school building is two or more stories, try to place business education classes on an upper floor. (This makes stealing equipment more difficult.)
6. *Keep storage rooms locked at all times.*

7. Remove all signs that identify what is behind a closed door. (There is no reason to advertise that a certain room is used for storage of audiovisual equipment.)

B. Contents

1. Require, demand, insist upon frequent inventory of all serialized equipment.
2. Require, demand, insist that all inventories be signed and dated by the person(s) conducting the inventory (this becomes particularly important in the event property is stolen and the police want to know the last time the object was seen).
3. Implement a "sign-out" log for all audiovisual equipment normally stored in an area other than the classroom.
4. When equipment is sent out for repair, require a signed receipt from the person picking up the equipment.
5. Inspect contents of all delivered equipment and supplies (don't just count boxes, look inside; once delivery has been signed for, the carrier is off the hook if the equipment is not in the box).
6. Require, demand, insist that all school equipment have the school name inscribed some place on the equipment (it may not look very pretty, but having the school name painted in a bright color sure cuts down on the marketability of that item).
7. Require, demand, insist that small pieces of equipment, such as tape recorders, pocket calculators, balance beam scales, etc., are locked up each day and not left sitting on a ground floor windowsill.
8. If the borrowing of school property is permitted (heaven forbid), require a signed receipt for the property and hold the borrower *liable* if the property is lost, stolen, or damaged while in his or her custody.
9. Do not keep large amounts of money in school overnight (anything under \$50 is usually okay).
10. *All administrators* — empty desk drawer(s) of all confiscated property, e.g., drugs, booze, girly magazines, porno flicks, guns, knives, clubs, etc. (There are documented cases where schools were burglarized just so the culprit could get to the desk drawer of school administrators who confiscate materials found on the school grounds.)

C. General

1. Require, demand, insist, that all suspected property losses be reported immediately (don't let days or weeks go by under the guise that the responsible person was "looking" for the missing property).
2. Make property protection a high priority by discussing property protection procedures at staff meetings and at parent meetings. (Let the community know that your school has taken "undisclosed" steps to protect its property and that any unauthorized person found with school property will be prosecuted.)
3. Meet with police department officials and solicit their help, support, and suggestions for improving your school's security. (Every police department has crime prevention and community police units; they will be more than happy to assist in any way they can to help you protect your school.)

Burglary: Response Procedures

- A. Call the police upon discovery of a burglary.
- B. Protect the crime scene until the police arrive (keep all persons away from the immediate area until the police have had an opportunity to examine the area).
- C. Conduct an immediate inventory and prepare a list of all missing equipment, making sure you have the manufacturer's name, serial number, model number, value, and all other identifying characteristics of the stolen equipment (all of this information will be available from the inventory report).

Burglary: Investigative Techniques

- A. Attempt to determine if the stolen property has any resale value. This may provide a clue as to who the thief may be.
- B. Determine who was the last person to (a) see the missing property and (b) secure the area from which the property was taken.
- C. Review past incidents. What happened in the past few days that might have led to this burglary? A disgruntled student, employee, or parent, unrest in the school, employee strike, community unrest, dissatisfaction with the principal's leadership abilities, someone who has shown an interest in the item(s) stolen, and so on.

- D. Consider offering a reward for information leading to the recovery of the property.
(Note: Your primary concern should be recovery of the property, not identifying who committed the offense.)
- E. Make sure that the stolen property was taken as the result of the burglary and was not taken during school hours (a larceny) with the appearance of a burglary being used to cover up an employee theft.

D. LARCENY/THEFT: *The unlawful taking of property belonging to another with the intent of depriving the rightful owner access to or use of the property.*

Subcategory 1	Subcategory 2
a) school property	1) value under \$100
b) personal property	2) value over \$100
c) inventory loss	

Pete's Note: For schools, it is important to differentiate between the loss of school property that occurs when the school is closed and all employees or persons having legal use of the facility have left the premises, and the loss of school and/or personal property that occurs when the school is legally open for use.

The category of *burglary* is used to denote acts of theft that occur when the building is closed. The category of *larceny/theft* is used to denote the loss of property that occurs when the building is legally open.

Larceny/Theft: Prevention Strategies

By definition, larceny occurs when the school is open to the public. Therefore, in developing preventive strategies it is important to look at the level of adult supervision during critical time periods. The use of school buildings can be divided into five major time periods:

- Period 1: From the time the first employee enters the building until school officially begins
- Period 2: Normal school day
- Period 3: After-school activity time
- Period 4: Evening activity time
- Period 5: Weekend activity time

During each of these identifiable time periods, the level of adult supervision will vary. During Period 1, there may only be a custodian and/or cafeteria workers in the school. Period 2 has the most adult supervision. Periods 3, 4, and 5 represent the time when the school is most vulnerable to larcenies because there are fewer adults in the building. If care has not been taken to properly secure property, it becomes an open invitation for someone to walk away with school and/or private property.

Unfortunately, it is not always the "outsider" who causes the most concern. A large percentage of larcenies are committed by "insiders," that is, students and staff. For this reason, it is important not to place undue temptation before them. With this in mind, let's take a look at some preventive strategies:

- A. Review the strategies listed for the prevention of property loss due to burglary. These strategies are just as effective for preventing larcenies.
- B. Special consideration must be given to the handling of money. Vast amounts of money are collected on a fairly regular basis in our schools, but many people have a cavalier attitude about the handling of this money. Sponsors of various school activities collect money for field trips, school pictures, yearbooks, class rings, caps and gowns, candy sales, bake sales, etc. The list is almost endless.
- C. The following suggestions are strongly recommended for the handling of money:
 - 1. All money should be collected as soon as possible after school opens.
 - 2. Cash and checks should immediately be turned in to the school secretary or bookkeeper along with a list of names of those from whom the money was collected.
 - 3. The bookkeeper and/or secretary should issue a two-part receipt for the money. One goes to the teacher/staff person who turned in the money, and the second copy remains with the secretary/bookkeeper.
 - 4. All vending machines should be emptied daily of cash following the same procedures with regard to receipts for cash taken.
 - 5. Money should be stored only in a vault or safe, never in a desk drawer, locked or unlocked.
 - 6. At the close of business every day, a bank deposit should be made.
- D. Discourage students and staff from bringing expensive personal items to school.
- E. Musical instruments pose unique problems for schools. Record the make, model, and serial number of all instruments, both school owned and privately owned. Keep this information in a central location.

Larceny/Theft: Response Procedures

- A. Upon notification of stolen property, initiate a thorough search for the missing property.
- B. Check sign-in and sign-out sheets to ascertain who was the last person who had responsibility for the equipment.
- C. Notify the police.
- D. If stolen property belonged to a student, notify the parents.
- E. Make an Incident Report of the theft and check your incident profile records for similar events.

Larceny/Theft: Investigative Techniques

- A. Ascertain, as accurately as you can, that the theft actually occurred. Youngsters sometimes "lose" personal items, and it becomes very difficult to tell Mom that they lost a \$400 musical instrument.
- B. Adults also may have hidden reasons for reporting personal property as stolen. Don't be entirely skeptical, just cautious.
- C. Try to narrow the time frame in which the property was stolen. The closer you are able to identify the time an item was stolen, the greater the opportunity to develop possible suspects.
- D. Check the area from which the property was stolen. Are there any signs of forced entry into, for example, a locked desk or hall locker?
- E. Determine who had access to the area where the theft occurred.
- F. Check the working conditions of locks and lockers. Hall or gym lockers can often be opened by striking the locker in a specific place.
- G. Were there any unusual events or activities in the school at the time the theft occurred? Would delivery personnel or maintenance workers have had access to this affected area?
- H. Put the word out that you want the property back, with no questions asked. Remember the most important factor is getting the property back to the owner, not prosecuting the thief.

- I. Have custodians check trash bins for the missing property. Depending upon the size of the item stolen and the time of day the theft occurred, the thief may have had to hide the item until after school.
- J. It is also a good idea to have the area surrounding the school checked. This is particularly true in the early grades. Youngsters often will take something and then not know what to do with it. The first thing that comes to mind is to hide the property. Have the gym classes walk the edge of athletic fields and any wooded area near the school. It is amazing what they will find.

Larceny/Theft: Other Considerations

- A. The theft of personal property cannot be ignored. People get very upset when their personal property is stolen. If a rash of thefts occurs and students don't feel that administrators are doing anything about them, vigilante groups will form, and what started out as a property offense can quickly escalate to physical attacks.
- B. Special care must be taken when outside groups use the school. Always obtain the name, address, and phone number of the person(s) in charge of the activity.
- C. Insist that salespeople who are in the school selling merchandise, such as class rings, take reasonable precautions with their merchandise. It is recommended that these people be provided a room with one door and that some type of barrier, such as a table, is placed to separate the students from the items to be picked up or selected.
- D. Insist that adequate supervision be provided at school dances, plays, and athletic events where money is collected for admission and that adults take responsibility for the counting and depositing of all collected money.

E. VANDALISM: *The willful and malicious destruction of property belonging to another.*

Subcategory 1	Subcategory 2
a) school property	1) value under \$50
b) private property	2) value over \$50

Pete's Note: Vandalism is a category of offense that should be used only to reflect damage to school property. It must not be used to classify acts of arson, burglary, larceny, or normal wear and tear associated with building and equipment use. This distinction is critical when programs are developed for the prevention of vandalism. A program that is effective for dealing with vandalism may not be effective for dealing with arson, burglary, or larceny.

Before we discuss prevention strategies, it is important to develop an understanding of the nature of vandalism. Anyone who has ever been involved with a school in any capacity has come to know anger, frustration, disappointment, hostility, despair, and even dismay when confronted with acts of vandalism. The reason for these feelings is that most of us have a difficult time understanding why a person vandalizes. If we were able to interview every youngster who vandalizes, we would be amazed at the variety of reasons given for doing it. Such a list of reasons would range from "I didn't mean to" to "because it's fun."

Richard F. Thaw II suggests vandalism should be viewed as a subset of property destruction. Further, property destruction should be viewed from three different yet interrelated dimensions. He classifies these as *acts of maliciousness*, *acts of thoughtlessness*, and *acts of carelessness*. The examples he uses to illustrate his point are well known to every school person.

Malicious acts are those events in which the motive is to seek revenge, change, or gain. Acts of *thoughtlessness* are events that are motivated by a need to "play." An example would be two boys who are returning a movie projector to audiovisual storage. They race down the hallway with the projector on a cart and the cart turns over, damaging the projector. The boys didn't start out with the intent to damage the projector. They just didn't think about the consequences of their act. Acts of *carelessness* are best illustrated by youngsters who litter or "trash" other students' lockers. Again there is no intent to do permanent damage. They just didn't think about the fact that someone has to clean up the mess.

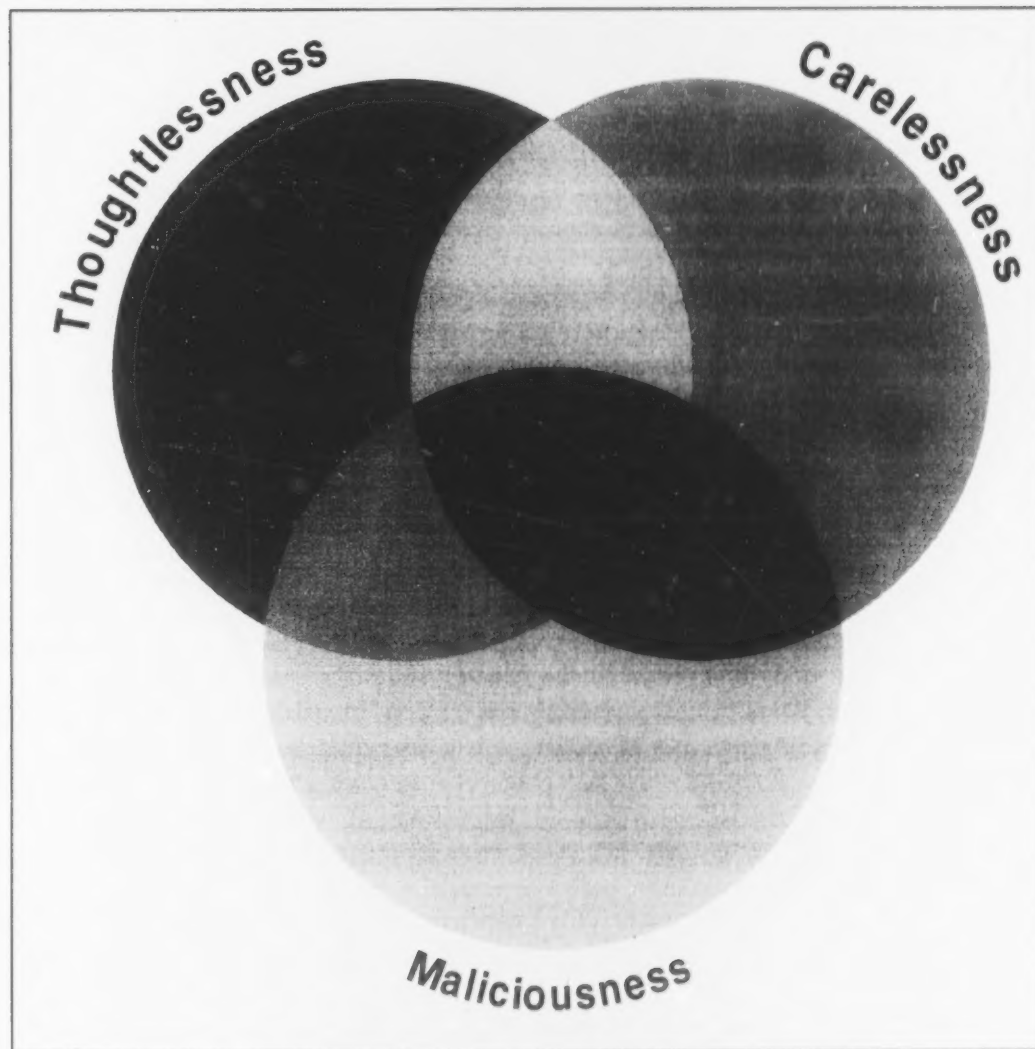
Thaw also points out that these classifications are not exclusive. There is frequent overlap among them. An act that starts out as one of thoughtlessness or carelessness can escalate into a malicious act. His point is that traditional approaches for controlling vandalism will work only on the malicious acts and will have little or no impact in controlling acts involving thoughtlessness or carelessness.

The latter two are best controlled by making kids aware of the consequences of their acts rather than attempting to use standard security approaches for controlling this type of behavior. See Figure 3.

S. D. Vestermark and I, in our book *Controlling Crime in the School: A Complete Security Handbook for School Administrators*, took a somewhat different approach to vandalism. Traditionally vandalism has been viewed from only one dimension — monetary. The seriousness of

Figure 3.

Thaw's Theory on Vandalism



an act of vandalism was determined by how much money it cost to repair/replace the damaged property. But there is another dimension to vandalism, and that is its "social cost." This is defined as the impact an act of vandalism has upon the educational program, or upon individual students, or upon "groups" of students. The following examples illustrate social costs:

Impact Upon the Educational Program

Vandals enter a school and destroy all the school records, or they damage/destroy numerous pieces of audiovisual equipment, or they plug up sinks and flood portions of the school. Any one of these events has an adverse effect upon the school's ability to function. Not only do such acts cost a great deal of money to repair and/or replace, but often they cause the school to be closed for several days.

Impact Upon Individual Students

Vandals enter a third-grade classroom and destroy all of the holiday projects the students have been working on. They also take time to kill the pet animals the children were raising. If we viewed this event purely from a monetary point of view, we probably would not see this act of vandalism as a serious event. However, when we take into consideration the emotional impact such an event will have upon the students of the class, we quickly see that this act of vandalism is indeed a serious one and steps will have to be taken to prevent similar acts from occurring.

Impact Upon Identifiable "Groups" of Students

There are times when acts of vandalism are directed at the personal property of students who are viewed as sharing certain common traits or characteristics. Every school has such groupings of students. They may be known as the "jocks," "freaks," "grits," "cowboys," "low riders," the list is almost endless. The grouping may be because certain kids ride on bus 182, or live in a certain section of town, or are of one particular race, or practice the same religion. It makes little difference how the "grouping" occurs; what is important is that when acts of vandalism are directed at the personal property of one group or another, the event can have a major impact.

By viewing vandalism from two different perspectives, *monetary* and *social*, a school administrator can reasonably judge the true seriousness of an act of vandalism and thereby make an intelligent decision on whether to use limited resources to prevent such acts from recurring. See Figure 4.

A third general way of viewing malicious vandalism has recently been developed by Bob Rubel and me. The system divides the social impact of malicious destruction into two subcategories: fear-inducing and non-fear-inducing. We observed, after years of study, that some acts of vandalism

Figure 4.

		Social Cost	
		HIGH	LOW
Monetary Cost	HIGH	Type 1 Vandalism Incidents having both a <i>high monetary cost</i> as well as a <i>high social cost</i> . 1. Destruction of school media center 2. Destruction of school records 3. Vandalism that closes the school	Type 2 Vandalism Incidents having a <i>high monetary cost</i> but a <i>low social cost</i> . 1. Large number of broken windows 2. Cherry bomb dropped into a toilet 3. Vandalism to vending machines
	LOW	Type 3 Vandalism Incidents having a <i>low monetary cost</i> but a <i>high social cost</i> . 1. Racist or homophobic graffiti 2. Systematic vandalizing of minority-owned property 3. Killing of classroom animals	Type 4 Vandalism Incidents having both <i>low monetary cost</i> as well as <i>low social cost</i> . 1. Tire tracks in the lawn 2. Cutting the flagpole rope 3. Painting of names on bleachers 4. Single broken window

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were directed by one group of students against another group, as previously discussed. We readily saw that these acts were potentially fear-inducing and therefore *divisive* to the educational community.

On the other hand, we also realized that some acts of vandalism were directed by many students in the school *against the school* itself, and as such were *not* fear-inducing. Actually, acts by students against the school may well be *cohesive* as they represent a graphic statement that the students do not like what is going on in the school, or do not like the teachers or administrators.

This sort of analysis — between *cohesive* and *divisive* vandalism — is vital as a planning tool, and should contribute substantially to an administrator's understanding of the social climate of the school.

Vandalism: Prevention Strategies

- A. The key to preventing extensive acts of vandalism is the school's ability to limit access to the target, that is, the school. Serious acts of vandalism take *time* to commit. Limiting the amount of time vandals have to commit their acts can significantly reduce the seriousness of an act of vandalism.
- B. A properly installed, well-maintained burglar alarm system is the best deterrent to serious acts of vandalism. If officials are able to quickly detect illegal entries into a school, vandals will not have sufficient time to destroy audiovisual equipment, tear a classroom apart, or destroy office records.
- C. Schools are often targeted by vandals because no one is viewed as having ownership responsibility for the property. Increasing community use of the school during nonschool hours helps to establish the idea that community members have a responsibility for the protection of the school.
- D. The following is a list of antivandalism programs found to be successful in reducing vandalism. Success depends in large part on the type of community, location of the school, cooperation of the police, and the general philosophy of the powers that be about the extent to which the schools should go to reduce and/or prevent vandalism. No attempt is made here to evaluate these approaches.
 - 1. *Vandal Account* — The school determines how much money it is willing to place in a special account. All costs for vandalism are then deducted from this account. At the end of the year, any money remaining in the account is turned over to the student body to send whatever way they want. The theory is that the more money left in the account at year's end, the greater the incentive for students to stop vandalism.
- E. Actively prosecute all vandals. Restitution should become a paramount issue. Restitution can be in the form of money or labor.

2. *Vandal Watch* — Also known as *Trailer Watch*. This plan calls for the placement of a house trailer on school property with the occupant of the trailer providing security functions during hours when the school is closed. This approach works best when school employees are allowed to live in the trailer. Usually, the school pays for the utilities and the employee furnishes his or her own house trailer.
3. *Community Watch* — There are a number of variations to this approach; however, the primary objective is to find ways of getting community members to watch the schools and to report to the police any suspicious activity.
4. *Lights-Out Program* — A number of schools have taken the approach that making the school as dark as possible during the nighttime hours will reduce the attractiveness of the school as a target. They theorize that if vandals can't see windows breaking, then it isn't as much fun to break windows or spray paint obscenities. Some schools have found this approach not only reduces vandalism but also allows major savings in electrical costs.

Equally annoying but less costly in a monetary sense are acts of vandalism that occur when the school is open and in session. The approaches just described are only effective in controlling vandalism that occurs when school is closed, except for the Vandal Account. Daytime vandalism poses a different set of requirements.

Success rests primarily on the ability of the school principal to find innovative and imaginative ways of involving students in a prevention program. It is critically important that vandalism not be viewed as a "victimless" offense. You have to make vandalism a very personal event; then and only then will students, teachers, staff, and parents unite in their efforts to stop it.

Vandalism: Response Procedures

- A. Photograph all acts of vandalism. Use these photographs in your antivandalism program.
- B. Report all major acts of vandalism to police/security so that an investigation can be conducted. For minor acts of vandalism, make note of the time, date, and type of damage for future reference. It is not practical to report such minor acts to the police/security.
- C. Using the concept of monetary and social costs, evaluate each act of vandalism and make a determination as to what type of act was committed. See Figure 4.
- D. As soon as possible, clean up and repair acts of vandalism. Broken windows seem to multiply if not quickly repaired. One obscene word spray painted on a wall will become twenty obscene words by the next morning.

- F. Don't hide the fact that the school has suffered from vandalism. The more publicity, the more irate the public, the more involved they will become.

Vandalism: Investigative Techniques

- A. Vandalism is a youthful offense. Because young people who vandalize often talk about their exploits, school officials must develop good ears.
- B. If vandalism is occurring during the school day and has become a persistent problem, the following strategies should be tried:
1. Initiate an hourly inspection of restrooms, locker areas, and other locations where vandalism is occurring.
 2. Initiate a sign-in/sign-out log in every classroom.
 3. When vandalism is discovered, check sign-in/sign-out sheets for the names of all students who were out of class at the time the event occurred.
 4. After about the third incident you should have a list of people, several of whom appear with frequency. You now have several "suspects" to interview.
- C. Initiate an incident profile on all acts of vandalism. This profile will identify the time, location, and target of vandals. With this information you will be able to reassign staff to cover the vulnerable spots.
- D. Determine if the act of vandalism was directed at a particular person, such as a teacher or an administrator. If you learn that the act was directed at a particular individual, find out who would want to get even or in some way retaliate against that person.

Vandalism: Other Considerations

- A. If the act of vandalism was determined to register "high" on the social-cost scale, careful consideration must be given to offering special help to those act most affected by the act.
- B. Determine, if possible, if the acts of vandalism are symptomatic of other more deep-seated problems in the school, such as racial tensions, labor disputes, or gang rivalries. If they are, you will need to deal with these problems before the vandalism will stop.

CHAPTER 8

SECURITY RESOURCES

A time will come in every administrator's life when they will quietly gaze out their office window and reflect that if only they could borrow the 82nd Airborne Division a week from Friday to help cover the school dance, they would feel so much better. Maybe you have already had that experience and can easily relate to what I am saying.

The need for additional security presence is not a new feeling. As school budgets get tighter and tighter with the resulting reduction in staff, particularly administrative staff, the need becomes more critical. One of the sad outcomes of this shortage of resources is that on occasion events have to be canceled. The risks or perceived risks are more than we are willing to accept. As a result, our kids are denied the fun of attending a school dance or an out-of-town field trip or the excitement of having a sleep-in at the school.

From the opening chapter of this manual, I have stressed over and over again the need for *accurate and timely information*. If you have the data, you are in a far better position to determine what the human needs are going to be. It is not enough to know just what is occurring in your school. You need to know what is happening in other schools, both in your jurisdiction as well as neighboring school districts. You need to know what is happening in the community after school and on weekends. In essence, *you need to know what is happening out there on the streets*.

People resources are capable of providing three types of services. They can provide *information*, they can provide *supervision* of students and events, and they can provide *investigative* services. You also need to know where to find these elusive human resources. Not too surprisingly, they will come from *your school* or *your school district* or the *community-at-large*. Now every school and school district will be different. People are called different things. Some communities have more resources than others. The key is to sit down with your staff and develop a list of who these people are, the type of service they are capable of providing, and how you can contact them.

Use the following Security Resource Inventory as a starting point. Add names and phone numbers to the titles listed. Include those resources that are unique to your school and community. The important issue is that you know who the players are; you have perhaps met with them before the-crisis. A great idea is to have the folks in for coffee and a chat before the proverbial you-know-what hits the fan. It is always more effective if you can call a person by name rather than by title.

Security Resource Inventory

Resource	Information	Supervision	Investigation
<u>Within the School</u> Administrators Teachers Students Custodians Secretaries Guidance counselors Cafeteria staff Security staff Aides Nurse Social worker Others			
<u>School District</u> Superintendent Assistant superintendents Department heads Pupil personnel staff Transportation supervisors Board attorney Public information office Psychological services Itinerant teachers Specialists			

Resource	Information	Supervision	Investigation
<u>From the Community</u> Mayor's staff Town council Police dept. Fire services Health dept. Youth aid div. Protective svcs. Juvenile services Prosecuting attorney's office Recreation dept. Little League coaches Youth leaders Boy Scouts Girl Scouts High St. Rollers Boys & Girls Club Managers of: skating rink movie theaters shopping malls wherever kids hang out Clergy Parent groups Service clubs Rotary Lions VFW Auxiliaries Business groups Merchants Neighbors living near the school News media			

CHAPTER 9

SEARCH AND SEIZURE

On January 15, 1985, the U.S. Supreme Court handed down a decision that has defined for schools their authority to conduct student searches. The case, *New Jersey v. T.L.O.*, started out as most landmark cases do with a simple act, one that has been performed tens of thousands of times by untold numbers of school administrators and teachers. I have often reflected on what made this incident so unique that it found its way through the court system all the way to the Supreme Court. For those of you who have forgotten the details of the T.L.O. case, or never knew of them, let me provide you with a brief summary:

T.L.O. is the initials of a female juvenile. Often in court cases a juvenile's name is not used so as to provide a degree of anonymity for the child. The document cited is a legal brief, identified as *On Writ of Certiorari to the Supreme Court of New Jersey, prepared by The United States as Amicus Curiae Supporting Reversal*.

On the morning of March 7, 1980, a mathematics teacher at Piscataway High School (New Jersey) entered the girls' restroom and found the respondent (T.L.O.) and another girl, Miss Johnson, holding what the teacher thought to be lighted cigarettes. School regulations prohibited smoking in restrooms, and the teacher accordingly took the two girls to the principal's office. There, the girls met with Theodore Choplick, the assistant vice principal.

Mr. Choplick asked the girls whether they had, in fact, been smoking. Miss Johnson admitted that she had been smoking and Mr. Choplick disciplined her by assigning her to a three-day smoking clinic. T.L.O. not only denied smoking in the restroom, but in addition claimed that she did not smoke at all. To resolve the credibility dispute, Mr. Choplick asked T.L.O. to accompany him to a private office.

Inside the office, Mr. Choplick asked to see her purse, and she gave it to him. When Mr. Choplick opened the purse, a package of Marlboro cigarettes was immediately visible. Mr. Choplick held up the Marlboros and said to T.L.O., "You lied to me."

As he reached into her purse for the cigarettes, Mr. Choplick saw in plain view a package of rolling papers. T.L.O. denied that the rolling papers belonged to her. Based on his experience, Mr. Choplick believed that the presence of rolling papers indicated some connection to marijuana smoking. Accordingly, Mr. Choplick looked further into T.L.O.'s purse and found marijuana, additional drug paraphernalia,

written documentation of her sale of marijuana to other students, and a significant amount of cash (\$40.00) for a 14-year-old to be carrying. Mr. Choplick called T.L.O.'s mother and notified the police. [Italics added for emphasis.]

That is the nuts and bolts of the school search that found its way to the Supreme Court. Nothing remarkable about the reason for the search: an administrator attempting to resolve an issue involving the smoking of cigarettes in a restroom. Now, some will argue that Mr. Choplick should have had a witness, or that he had no right to go into T.L.O.'s purse without her permission, or that he should have stopped after finding the cigarettes. Caution: Let's not impose today's search standards on a 1980 incident. There were many who felt Mr. Choplick had acted in a very reasonable and prudent manner in this particular case.

You will note that it was not a quick trip to the Supreme Court. The incident occurred on March 7, 1980, and was first argued before the court in March 1984. An interesting event took place at this juncture of the case. When the case was first argued before the Supreme Court, it was *not* being argued over the issue of Mr. Choplick's search. The State of New Jersey had already conceded that Mr. Choplick's search was illegal. The point being argued was over the Exclusionary Rule, which basically states that if a police officer is handed evidence that the officer had done nothing illegal or wrong to obtain, then that evidence should be admissible.

The court heard that argument and then did an unusual thing. The court ordered both sides to reargue the case, not on the merits of the Exclusionary Rule, but on the legality of Mr. Choplick's search. The case was reargued in October 1984 and the court handed down its decision on January 15, 1985. For those of you who are avid Supreme Court followers, this was a very quick turnaround. The court doesn't sit until early October, so this had to be one of the first cases heard that term.

THE SUPREME COURT HELD:

1. The Fourth Amendment's prohibition on unreasonable searches and seizures applies to public school officials and is not limited to law enforcement officers.
2. School officials are representatives of the state and not merely surrogates for parents.
3. School children have a legitimate expectation of privacy.
4. Courts also recognize schools' needs to establish safe environments for learning.
5. **School officials need not obtain a warrant.**
6. School officials are not required to establish "probable cause" *as must a police officer.*
7. School searches *must* depend upon *reasonableness.* [Emphases is mine.]

It is important to understand the difference between *probable cause* and *reasonable suspicion*:

Probable Cause — A police officer must know that a crime has been committed or about to be committed and that the person being arrested committed the offense. *A high degree of certainty.*

Reasonable Suspicion — A school administrator needs to be able to articulate his or her belief that a student is involved or might be involved in the violation of a school rule. Administrators may use the totality of their knowledge about a student in establishing their reasonable suspicion. *A lesser degree of certainty than that which is required in establishing probable cause.*

The Supreme Court again did something it doesn't always do: It gave us guidelines by which the courts would judge our *reasonableness*.

Golden Rules for School Searches

1. Was it justified at its inception?
2. Was the search conducted in a *reasonable* manner?
3. Was the search based on *reasonable grounds* to believe a student had violated or was about to violate a SCHOOL RULE?
4. A search will be permissible in its scope when the measures adopted are *reasonably related* to the objectives of the search and are not excessively intrusive in light of the student's AGE, SEX, and NATURE OF THE INFRACTION.

Copy this box and post it where you will read it daily.

There you are, folks. Comply with the Golden Rules and you will never have a search successfully challenged. They are not difficult if you will also follow,

Pete's Rules for Keeping Your Buns Out of the Fire

- RULE #1:** Conduct your search as the *culminating event* of your investigation, not the initiating event.
- RULE #2:** Treat the student you are about to search as if he or she were your child.
- RULE #3:** If what you are searching for is *life threatening*, e.g., a gun or a bomb, disregard Rules 1 and 2. (I'd rather have a judge rule that my search was illegal than attend the funeral services of a student or staff member because I was too concerned over procedures.)

Now that we have established your right to conduct searches and we have an understanding of the ground rules for conducting a search, let's go search.

Steps for Conducting a Successful Search

Scenario: A student comes to you and tells you that Billy Bob has marijuana in his locker. He knows this because Billy Bob offered to sell him the marijuana less than an hour ago while the two of them were standing at Billy Bob's locker. Your informant tells you that the marijuana is in a 35mm film canister and that the canister was on the shelf in the locker.

Your informant, Frankie Tell-all, has furnished good information in the past and although you have never "busted" Billy Bob for drugs, the information doesn't surprise you. You decide that an investigation, and probably a search, are in order.

Step A: Preparation

1. Look at the clock. If a search is to take place, you will need time to conduct the search without interference from other students or embarrassment to Billy Bob.
2. Check the schedule to determine where Billy Bob will be during the next period, and find his locker.
3. Select someone to assist you in your investigation. Be clear what each of your roles will be. If at all possible, one of the adults needs to be of the same gender and race as the student.

The Primary Investigator

- a) will conduct all questioning
- b) will conduct the actual search
- c) will handle all evidence

The Secondary Investigator

- a) has primary responsibility to watch the student under investigation and never take their eyes from the individual
- b) will keep notes to chronicle the sequence of events
- c) will be supportive of the primary investigator

- 4. Prior to leaving the office, advise your secretary where you are going and what you are going to be doing. What you don't need is to be interrupted during your investigation.
- 5. Take with you rubber gloves, unused 9" x 13" envelopes, and a camera, if one is available.

Step B: The Investigation and Resulting Search

- 1. You and your partner proceed to Billy Bob's classroom. Upon entering the classroom, advise the teacher that you need to see Billy Bob in the hall. The teacher and the #2 investigator walk to Billy Bob's desk, convey your message, and advise Billy Bob to bring all of his belongings with him.
- 2. In the hall you, the #1 investigator, say to Billy Bob, "I have information that you brought something to school that you know you shouldn't have brought, and I want you to give it to me." *Do not be too specific about what you are looking for.* Billy Bob may have brought an AK-47 to school that morning and forgotten all about the marijuana.
- 3. Evaluate Billy Bob's responses to your questioning and decide that a locker search is in order. (You have now complied with Golden Rule #1.)
- 4. On the trip to the locker, the #2 investigator walks slightly behind Billy Bob and makes sure he does not drop, throw, or pass anything to anyone else in the hall.
- 5. Upon arrival at the locker, confirm with Billy Bob that this is his locker. If he claims he shares the locker with someone else and your records reflect more than one student is assigned to this locker, you will need to fetch that individual. If no one else is officially assigned, Billy Bob is responsible for all contents in the locker.

6. You are now at the most critical time of the search. As #1 investigator opens the locker, #2 investigator *concentrates on Billy Bob's EYES*. If contraband is in the locker, Billy Bob will look to see if it is visible. This is an automatic response. Everyone does it. If Billy Bob is acting as though he could care less about the proceedings, chances are the locker is clean. You have no option but to go through with the search.
7. It's your lucky day! Sitting on the locker shelf in plain view is a 35mm film canister. Before you touch a thing, *put on your rubber gloves and take a picture of the open locker*. Now you can carefully open the film canister and view its contents. Sure enough, you see a "green leafy substance."
8. Take the film canister and place it in one of the unused 9" x 13" envelopes. Record on the envelope today's date, time, locker number, student's name, and a brief description of contents. Take the envelope and place it on the floor.
9. *Do not stop your search just because you found what you were looking for. You have a right, and a responsibility, to go through the entire contents of the locker.*
10. You now begin a methodical search of the locker's contents. Take out each item, search it, and place it on the floor. Do not put anything back in the locker until every item has been removed and searched.
11. With books, shake them and look down the spine of the book. With jackets and items of clothing, *gently crush* the garment making sure to check collars and hems of garments. If the jacket has a zipper hood holder, unzip and unroll the hood to make sure nothing else is there.
12. If additional contraband is found, place each item in a separate envelope, mark as indicated earlier, and place it on the floor.
13. If there is a book bag, knapsack, or gym bag, don't attempt to search it in the hall. Take it to the office.
14. When your search is complete, the locker should resemble the "After" picture in Figure 5.
15. After every item has been removed from the locker, there are still two places remaining that you need to check. The first involves the shelf in the locker. Most shelves have some type of return that offers stability to the shelf unit. *Carefully* check this location. Many of today's popular drugs come in very small packages and can be hidden easily in this small area. The second location that needs to be checked is the floor of the locker. Determine how the floor is fastened. Just make sure it is secure and not removable.

16. Have Billy Bob return the unconfiscated items to his locker. Pick up the envelope(s) of contraband, book bags, and so forth, if any, and return to your office.

Step C: The Wrap-Up

1. Escort Billy Bob back to the office and call the police. Advise Billy Bob that if he has any contraband on his person he needs to turn it over to you now.
2. Upon entering the office, secure your envelope(s) of contraband until such time as you can turn it/them over to the police. When you do turn over the envelopes, *get a signed receipt from the police officer. This establishes your chain of custody of the evidence.*
3. Make your notifications to the police, parents, and superintendent.
4. After the police have arrived and conducted their search of Billy Bob's person and picked up the evidence, your role as investigator is over, at least for now. What I would like to suggest, in the strongest of terms, is that you and your partner *go and wash your hands*. This is true even when "nothing" was found. You never know what you may have come in contact with, and it is advisable to take the necessary precautions.

This was an easy scenario in that the contraband was in the locker and therefore a "no brainer." Call the police, turn the kid over to the police, write your report, and you are home free. What do you do when you don't find contraband in the locker and you believe good old Billy Bob has the contraband on his person?

Here's where you earn those big bucks the public is convinced you are paid.

In the veins of every "good" administrator flows the blood of a con artist. You have the ability to charm and/or intimidate the skin off a snake. Never are these skills in more demand than when dealing with the uncooperative student. You have a number of options, some better than others, some more effective than others. The key is to remember what your objective is, *to assure the safety and welfare of students and staff*. It is not to obtain evidence. If what you find can then be used as evidence, so much the better.

Step D: Dealing With the What Ifs

Your search has revealed nothing in Billy Bob's locker. Nonetheless, you are convinced he is holding contraband, either on his person or perhaps in his car parked in the student parking lot.

Option 1. In the privacy of your office, direct Billy Bob to empty his pants pockets. If he refuses, he has become *insubordinate* and is subject to suspension for insubordination. Call his parents, explain the situation, and solicit their cooperation.

If the parent comes to school and supports the child's refusal to comply with your directive, suspend Billy Bob for insubordination and have him removed from school. This is not a big win. However, the threat is no longer in your school.

Option 2. Billy Bob complies with your direction to empty his pockets and is in fact cooperative. But how far should you go? A simple rule of thumb is, have a student remove all excess clothing — jackets, sweater, sweatshirts, etc. — until you get to the last layer of clothing prior to his or her underwear. *Stop at this point.* Go no further. Any further is considered a *strip search*.

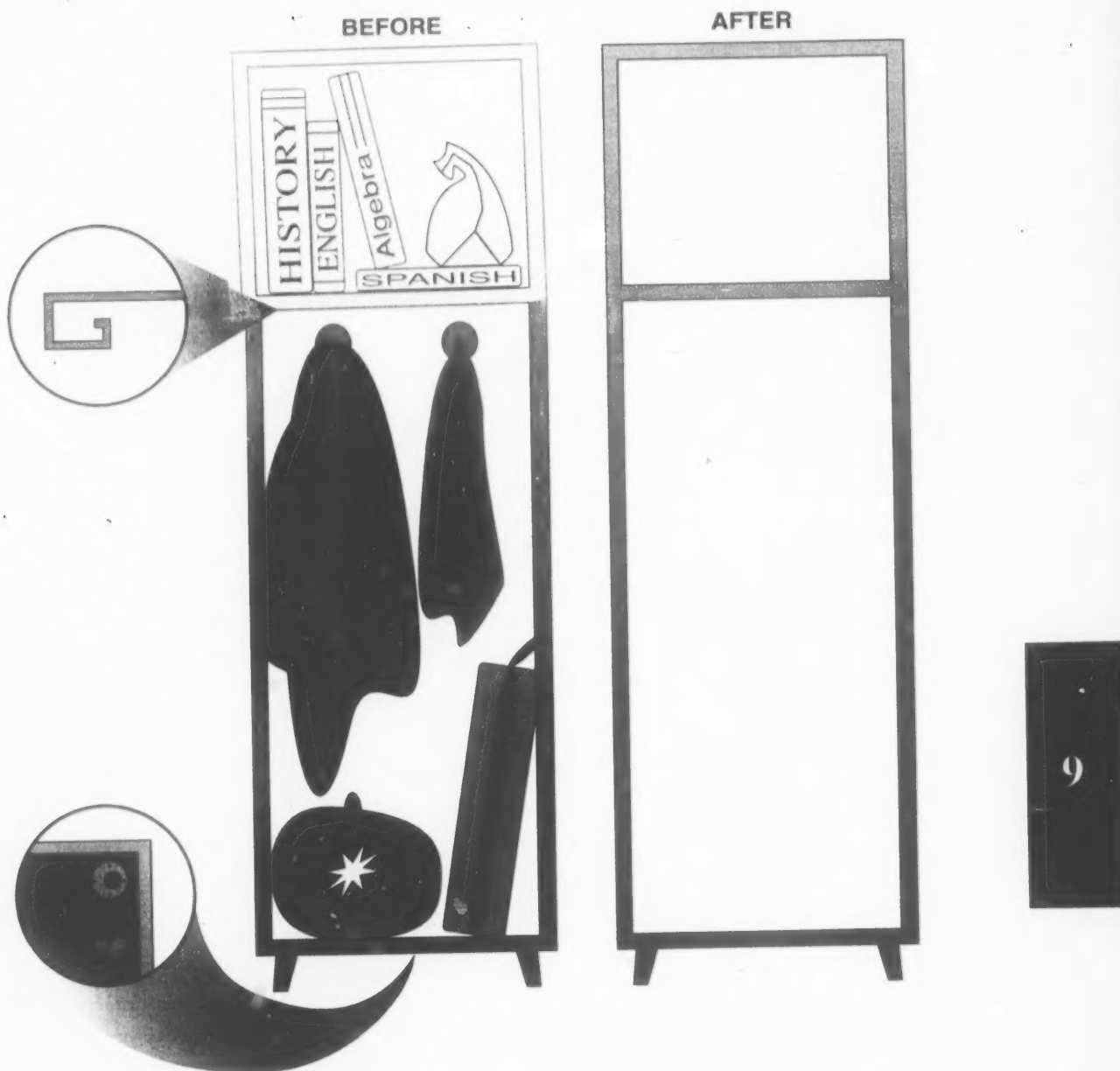
Option 3. You are convinced that Billy Bob is clean, at least as far as his person is concerned. However, there is the matter of his car. You and your partner escort Billy Bob to his vehicle. It is important to know who the lawful owner of the vehicle is, because there are some powerful laws on your side. If there are drugs in the vehicle, the vehicle can be seized and confiscated under federal law. You can explain all this to Billy Bob on your way to the parking lot. Does Billy Bob want to lose his vehicle (or his parents') to the Feds? I think not.

Now, to continue with your efforts in the parking lot. Ask Billy Bob to unlock his vehicle. If he complies, you are home free. If he refuses, your options become somewhat limited. If, by looking into the locked vehicle, you are able to identify contraband, drugs, alcohol, a weapon, suspected stolen property and such, call the police and have them impound the vehicle. If nothing is visible, you are stuck. You cannot go into a locked vehicle or the glove compartment or trunk without either the owner's permission (a consent search) or a warrant. Your only recourse is to prohibit Billy Bob from parking his vehicle on school property.

We haven't touched on your rights to search an employee's work area, such as a desk or locker. You need to check with your legal folks on this issue. Much will depend upon the employee's expectation of privacy.

Figure 5.

Search of Student's Locker



BEST COPY AVAILABLE

CREATING A S.A.F.E. TEAM

Throughout this book I have attempted to provide you with only practical, proven, common-sense, and cost-effective strategies for coping with unwanted behaviors. I have held the best to last, the *Schools Against Fearful Environments (S.A.F.E.) Team*. Although this may be considered a program, it is, in fact, a *process* whereby school personnel can once again claim for themselves the right to identify those local issues that are causing fear and anxiety on the part of students, staff, parents, and the community-at-large. Nowhere will you find a tool as powerful as the S.A.F.E. Team concept for involving all members of the school community in a common task of making their school(s) safer.

COMPOSITION OF THE TEAM

The size of the Team will depend somewhat on the size of the school. The larger the school, the larger the Team. Minimally, the Team should consist of the following persons:

- One administrator (principal)
- One teacher for each grade level
- Two students for each grade level
- Two support personnel (nonclassroom teachers)
- Two parents
- One police officer/security officer

The role of each Team member is to be able to work with their counterparts in the school—teachers with teachers, students with students, and so on. You will want to select individuals with leadership skills. Keep in mind that the Team must be representative of your school community with regard to cultural, ethnic, and gender composition.

The Team's primary function is to coordinate the activities that will be generated as the school identifies those issues that are causing fear and anxiety of the part of students and staff. The members will become consensus builders in the weeks and months ahead.

IDENTIFICATION OF STUDENT CONCERNS

The process that has proven to be the most effective is to conduct an anonymous student survey. This is easily accomplished by selecting a specific day and class period for the survey to be

conducted. Every teacher will devote that class period to obtaining student responses to the question: *What is causing fear and anxiety on the part of students in our school?* For younger students, second through fourth grade, it may be advisable to use the words "afraid" or "uncomfortable" in place of "fear" and "anxiety." Kindergarten-first grade teachers have found that letting children draw pictures of their concerns is an effective tool. The choice is yours.

This information can be collected by having students write out their own responses, or it can be gathered by having the class brainstorm the question. The only rule that must govern this process is that no one can comment on another student's stated concern.

Once this process has been completed, the class will consolidate the responses and eliminate duplication of issues. It is important to keep track of the total number of times an issue is raised as this will indicate the seriousness of the concern. Before the end of class, the teacher should have the students prioritize the list of concerns, identifying the top three issues. This list is then submitted to the S.A.F.E. Team.

The Team will receive lists from all of the classes and consolidate these lists into one document. They will then categorize the concerns into one of six general topics:

1. Administrative Issues — Those issues requiring change by the administration in how certain issues will be handled.
2. Classroom Issues — Those issues affecting relationships between students and teachers and how teachers are perceived in the treatment of students.
3. Interpersonal Relations Issues — These are the issues involving how students treat one another. For example, when two students bump into one another in the hallway and this casual contact results in a fight, or fights that result from "he said, she said" encounters.
4. Personal Responsibility — These are issues over which the student has primary responsibility for being the change agent.
5. Violations of School Rules and Criminal Statutes — When violations occur, it is imperative that appropriate authorities are notified.
6. Issues Beyond the Jurisdiction of the School — An example would be federal or state laws that require certain actions or prohibit certain actions. This would also include board of education policies.

Every effort should be given to selecting issues that received the most responses from the students. When this process is completed, an issue needs to be selected which the S.A.F.E. Team feels represents the most important concern expressed by the students. It is this concern that will be sent back to the students for their suggestions on how best to deal with the issue.

IDENTIFICATION OF POSSIBLE SOLUTIONS

Students will be asked to develop lists of possible solutions for the problem identified as the primary concern facing their school. This process should be open and nonjudgmental, as was the original problem identification process. When the brainstorming session is over, the teacher will consolidate the responses and submit them to the Team.

The Team's responsibility is to take all of the student responses and consolidate them. They will be responsible for discarding those suggestions that are illegal or violate board of education policy or, in the opinion of the Team, are so far off the wall as to preclude their inclusion in the planning process. The Team must now develop an *Action Plan* incorporating as many of the student's suggestions as is feasible.

For purposes of discussion, let us assume the topic selected was *student-against-student fights*. This is what an Action Plan might include:

ELEMENTS OF AN ACTION PLAN

1. Develop a clear statement of the objectives and goals of the plan.
2. Establish short-term (30 days) and long-term (90 to 120 days) goals.
3. Identify who the chief players will be and establish a clear statement as to duties and responsibilities. Also establish timelines for completion of tasks. For example:
 - Mrs. Green's math class — collect and analyze assault data.
 - Ms. Burke's art class — conduct schoolwide poster contest.
 - Mr. Gray's science class — prepare charts and other graphic displays.
 - Mrs. Olson's library classes — conduct a review of literature on the problem.
 - Mr. Gump's drama class — write and present skits on reducing conflict.
 - Mrs. Gold's social studies classes — establish a student mediation program.
 - Mr. Edwards, local attorney — conduct mediation training for students.
 - Mrs. Howard's health education classes — study why students fight and present information in small-group sessions.
 - Mr. Wright's English classes — develop evaluation criteria for judging success of plan.
 - Mrs. Walter's Spanish classes — examine cultural issues affecting interpersonal relations.
 - Mrs. Thompson, parent — work with PTSA to obtain prizes for poster contest winners.
 - Dr. Horn, child psychologist — present workshop on resolving conflict.

4. Identify resources needed to successfully complete the mission; these may be available in the school, from the school district, or from the school community.
5. Identify possible obstacles to successful implementation of plan.
6. If possible, neutralize the obstacles. If this is not possible, find alternative ways to accomplish goals.
7. Design the implementation phase of the plan.
8. Select a "kick-off" day with appropriate fanfare.
9. Select special events to occur through the project's life.
10. Have status reports prepared weekly and presented to the students.
11. Ensure that the Team carefully monitors activities and makes adjustments when needed.
12. Recognize successes as they are achieved. Have a weekly award presentation at lunchtime.
13. Monitor the progress of the plan. If problems arise, make adjustments immediately.
14. Begin the evaluation process as soon as possible. Included in the evaluation should be the following questions:
 - a. Did the plan meet the stated goals and objectives?
 - b. Are adjustments to the original plan required?
 - c. Did the process work?
 - d. Were the right players involved, and did they perform as required?
 - e. What, if anything, needs to be changed for the next plan?
15. Prepare a summary report that addresses the following:
 - a. Was the plan a success?
 - b. Will it have a long-term impact on the school?
 - c. Did students and staff feel their involvement was important?
 - d. Is the school perceived as a safer place now that the plan has been implemented?

This process of asking students what their concerns are will prove to be the most effective tool developed for taking back the controls. When students and staff work together on local issues, there is no stopping them. Your biggest problem will be finding ways to acknowledge success.

HOW TO SET UP YOUR OFFICE

This may appear to be a questionable topic for discussion with school administrators. After all, an office is an office, right? Wrong. If you are presently in your office, take a minute and look around. What do you see? My guess is that on every flat surface there is something stacked, piled, displayed, or just sitting — waiting. Some of it is reports you are waiting to review, books you want to read, broken equipment awaiting shipment for repair, and other stuff.

Now “stuff” comes in a variety of sizes, shapes, colors, composition, density, and lethality (the degree to which an object can be used to cause you serious pain and injury). It generally represents all the memorabilia you have collected in your distinguished career as an educator. The old toilet seat framing your picture taken at the 1972 prom. The baseball bat used to hit the winning home run to take the state championship in 1986. The trophy the graduating class gave you for being their class sponsor in 1990. The ten-pound boulder the kids gave you to indicate you are the “rock” upon which the school is built. This is one of your favorites and you still have it sitting on the corner of your desk. The kids even signed it.

Your office is your “home” away from home. It is the place you escape to for a moment’s respite from the toils of the day. It is also the location where you interview upset parents, students, and staff. It is at these times that the objects sitting around your office can become lethal weapons. Take a moment and purge your office of those objects that could be used to harm you if grabbed by an irate parent or a “stoned” student or a disgruntled staff member. Even that ceramic coffee mug can become a weapon in the hands of an attacker.

Of equal importance is the placement of furniture in your office. Figure 6 represents a very popular office design. Your desk is diagonally placed in the corner of your room and your guest chairs are directly in front of your desk. The only problem is that you have severely limited your “escape” routes from your office should someone “break bad.”

Figure 7 offers a slight variation to the same theme as depicted in Figure 6. This time you have really restricted your egress from the office. Not a good choice.

Figures 8 and 9 offer the best layouts, with 9 being my personal choice. I like being closest to the door. You will also note in these two figures that a mirror has been installed on a wall in such a manner that the person seated in the chair in front of the mirror must look at him- or herself. This is one of the best suggestions you will find in this book. A mirror has an extremely quieting effect on a distraught individual, be they six years old or sixty-six years old. No one likes to look “ugly,” and

that is exactly what one looks like when angry or out of control. The trick is to have the person sit in the chair facing the mirror and for you to be busy with some paperwork on your desk. Reassure the person that you will be with them in a moment. Carefully watch out of the corner of your eye and you will see a most remarkable transformation. The person will at first attempt to not look at their image in the mirror. However, after a few short minutes, their eyes will stray to the mirror and they will not be pleased with their reflection. Shortly, the person will be sitting up straighter, fixing his or her hair, and generally improving their appearance. Now you can start your conversation.

Figure 6.

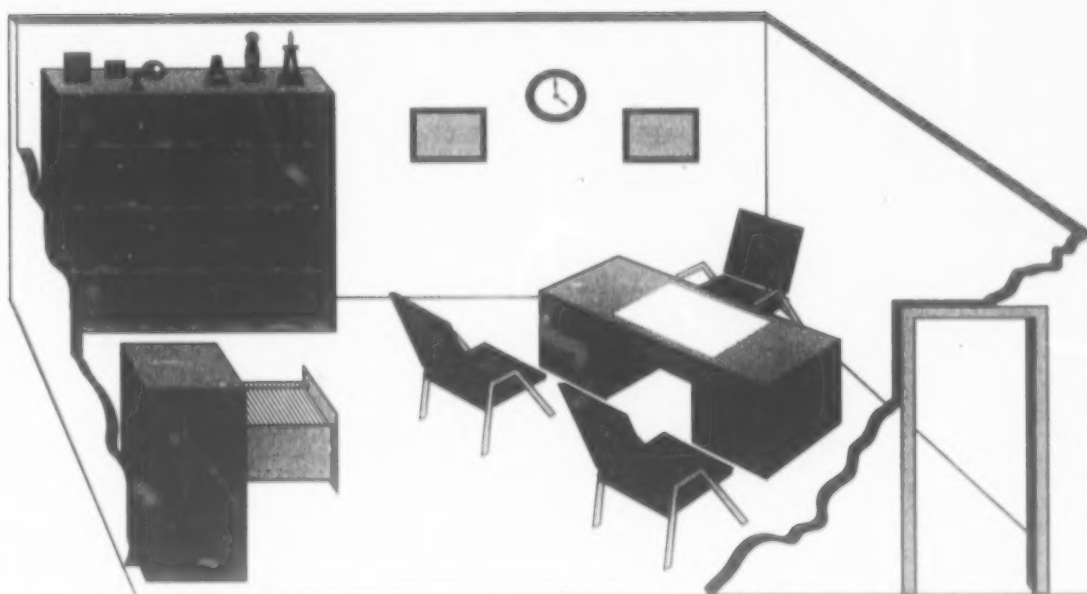


Figure 7.

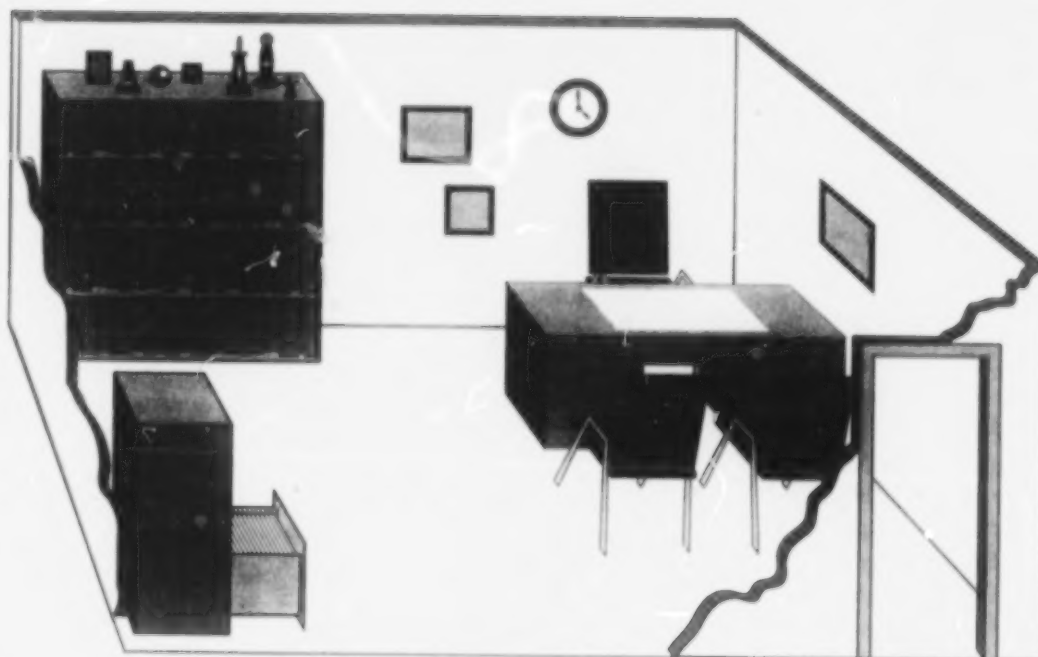


Figure 8.

11

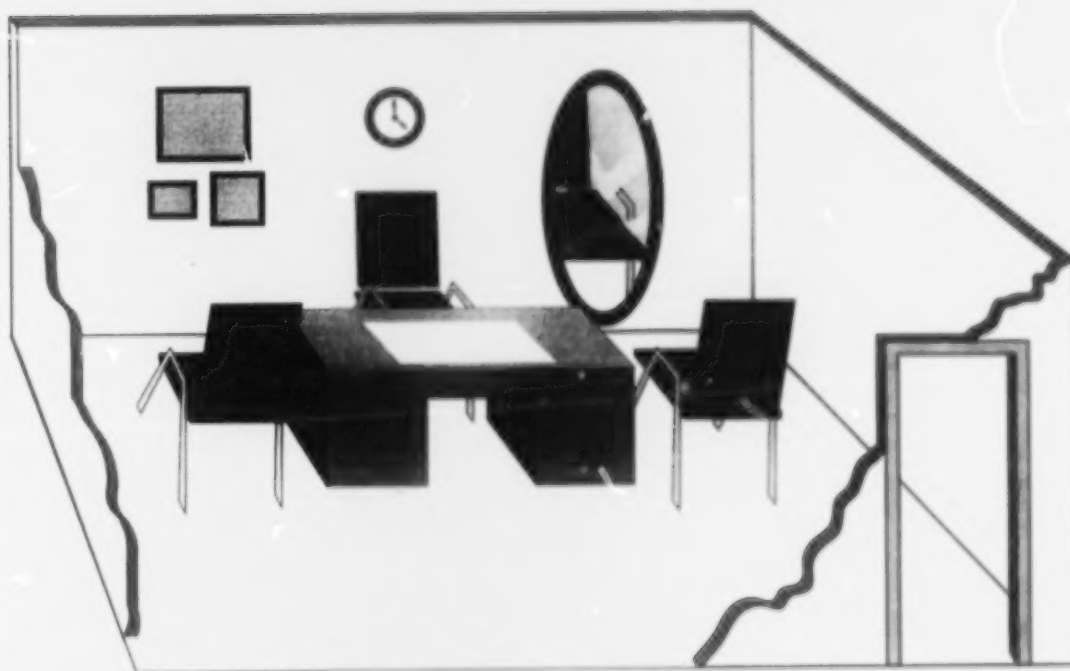
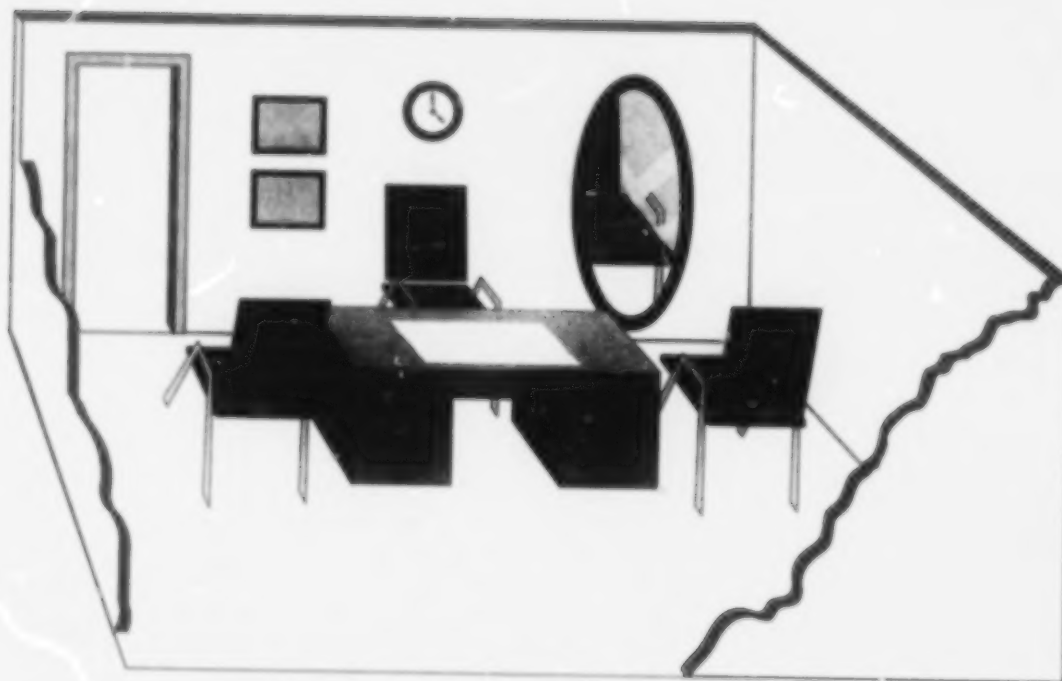


Figure 9.



VIOLENCE IN THE WORKPLACE

In the past eight to ten years we have seen an explosion of violent acts being committed in the workplace against supervisors and fellow employees. Often these acts are committed by disgruntled employees or by the general public, who see themselves as being victimized by the system. All one has to do is look at the incidents of violence being committed within and against the U.S. Postal Service.

In schools, we are also susceptible to random acts of violence. The three primary sources for this violence are disgruntled employees, parents, and students. The anger generally has at its root the belief that the individual has been "wronged" by an administrator or a teacher. It is interesting to note that with the proliferation of zero-tolerance policies across the country, we can expect to see an increase of violent acts being directed at superintendents and board of education members for their role in supporting the expulsion of students. For this and many other reasons, school officials need to assess their vulnerability to personal attack and, in the process, develop strategies that will reduce individual exposure to such attacks.

Not all of the threats that school administrators are experiencing have anything to do with being educators. More often than not it is because administrators are often *viewed as employers*. With the number of dysfunctional families, poorly motivated staff members, and personal relationships that are unstable, today's administrator needs to develop a sensitivity to and skills in judging the emotional climate of a school or office. The despondent worker who becomes withdrawn, and whose job performance begins to deteriorate, is a prime candidate to become violent under certain conditions.

There is another issue we need to touch on before getting into specific strategies for reducing levels of vulnerability to physical attack. That issue is the existence of a changing value system. There was a time when an employee went to work, produced a day's worth of labor, received a reasonable wage, and enjoyed certain fringe benefits. For this the employee was willing to put up with some irritation in the workplace. A civility existed that precluded invasion of another's space. There was a respect we showed to each other and to the boss. There were acceptable ways to voice a concern or to express a difference of opinion. We understood these rules and they served us well.

Today we are seeing a major decline in civility. No longer are people willing to play by the "old" rules. This generation of "me's" has as one of its basic tenets the belief that they are always right, that their way is the only way, and they are unwilling to accept responsibility for any personal shortcomings.

We are bombarded daily by individuals who appear to be angry. There is no clear understanding of what they are angry about, only that this "undirected" anger can be brought to the fore with little or no effort. If you doubt this, note how "aggressive drivers" are turning our highways into a demolition derby, where getting to and from home becomes a high adventure. Have you tried to pull into a line of traffic only to have driver after driver refuse you entry?

This same type of anger is showing up in the workplace with a high degree of regularity. It involves the employee who refuses to accept criticism, or who refuses to accept a letter of censure or a change in job assignments, without serious argument.

Deniability has become the *in* word of the 1990s. "Not my fault — must be someone else's responsibility." Fewer and fewer people are willing to be held accountable for their work, their actions, and the actions of their family. Your task as a supervisor is to cut through the deniability ruse and to help the employee, the parent, or the student see that they own the behavior. It is much easier said than done. However, you have no choice because it's your job. Let's see if we can come up with ideas that will make this task easier and safer for you.

SETTING THE STAGE

1. *It is important that each school district develop a policy statement that will convey the following messages.*

- The New Age City Public School District will not tolerate verbal or physical intimidation or threats of violence toward any employee or student.
- Any employee or student who believes that the actions or words of a supervisor, fellow employee, fellow student, or parent constitute intimidation or a threat of violence should report the incident as soon as possible to the appropriate supervisor or school administrator.
- All complaints of intimidation or threats of violence will be investigated promptly and referred to appropriate legal authority for possible prosecution.
- Any employee, supervisor, or student who is found, after appropriate investigation, to have engaged in any act of intimidation, threat of violence, or other behavior prohibited by this policy will be subject to appropriate disciplinary action. For employees of the board of education, this action can include termination of employment. For students, this action can include expulsion from school.
- This policy also prohibits retaliation against any employee or student who has filed a complaint or who has cooperated during the investigation of such a complaint.

2. *Develop a basic intervention strategy for dealing with intimidation or threats of violence.*

- Observe** Stay observant for changes in employee and student behaviors.
- Investigate** Once you become aware of a potential problem, investigate. Verify facts. Take all threats of violence and acts of intimidation seriously. Enlist cooperation of victim and witnesses.
- Document** Keep a thorough and accurate record of your investigation. Include the names of all persons interviewed, the date of each interview, and who was present during the interview.
- Confer** Once a complaint has been made, *notify your immediate supervisor of the nature of the complaint and the steps you are going to take to resolve the issue.* Get advice from the personnel department, legal authority, police and/or security, when needed.
- Plan** Develop a course of action that allows you to deal with the matter in the the safest, most expedient, and most sensitive manner. Take reasonable precautions for your own personal safety throughout this process.
- Implement** Once a plan has been developed, implement that plan.
- Inform** While respecting confidentiality and the rights of everyone involved, provide the complainant with a briefing on what has occurred in your investigation and what steps need to be completed. Once the investigation is complete, notify the complainant and advise them of the final solution.
- Summarize** At the conclusion of your investigation, prepare a final report setting forth your actions and any disciplinary action taken. A copy of this report needs to be forwarded to the personnel department, if it involves an employee, and to the student's permanent file when appropriate.
- Monitor** Once a course of action has been agreed to by both the complainant and the offender, continue to monitor future behaviors. Document your observations and any follow-up interviews. If agreed-to conditions are not being met, bring the parties back together and work out the problem.

DEALING WITH EMPLOYEES

1. If the reason for the employee conference is to notify the staff person that their position has been eliminated, or they will be having a different work assignment, or they are going to be assigned increased responsibilities without additional compensation, try the following.

- a. Give as much advance notice as possible. No one likes surprises.
- b. Allow sufficient time in the notification conference for the employee to ask questions.
- c. If this meeting is to notify the employee of the loss of a job, arrange to have a friend available to offer support to the employee.
- d. If several other employees are going to be similarly affected by the loss of a job, conduct one-on-one interviews. People react differently to bad news, and you should afford each of them the privacy they are entitled to receive.
- e. Depending upon the expected impact of the notification of job loss or new assignment, consideration should be given to scheduling this type of conference at the end of the workday, as opposed to first thing in the morning. Conducting the interview at the end of the day affords the employee time to adjust to the news before having to face co-workers.
- f. If the notification is for termination of employment (reduction in force, loss of a grant, not for cause), have a packet of information prepared for each employee that covers the following topics:
 - other employment opportunities within the board of education
 - information about severance pay
 - location and hours of job counseling centers
 - information regarding continuation of health benefits and other fringe benefits
 - information on how to file for unemployment benefits
- g. Arrange for the employee to see you in the next day or so, after they have had an opportunity to think about the job loss and after discussion with their family.
- h. Several days after the employee's final day, call to see how they are doing. This will give you an opportunity to judge the impact this job loss is causing. Specifically, you will want to assess:
 - how the employee is dealing with this crisis
 - whether anger or resentment is growing
 - the mental state of the employee
 - the need for referral to a support group or counselor

2. *If the reason for the employee conference is to discuss a negative evaluation or poor work performance, or inappropriate conduct on the job site, the following suggestions are made.*

- a. Prior to the interview, conduct a thorough investigation. You need to be totally familiar with the facts of the case. Assemble all pertinent statements, documents, and other related materials before the interview.
- b. Select a site, other than your office, for the interview. The location should provide adequate privacy for all parties concerned. The room should have minimum distractions, such as ringing phones or other constant interruptions.
- c. Depending upon the nature of the interview and the emotional history of the person to be interviewed, it may be advisable to have a third party present. This is particularly important when the interviewer is not of the same gender as the interviewee.
- d. After advising the employee of the nature of the complaint and the results of your investigation, give the employee an opportunity to respond to the allegations. Make careful notes of what is being said and at the conclusion of the employee's statement, verbally summarize the employee's position. Be certain that you have agreement on the content of the employee's response before terminating the interview.
- e. If the employee claims to have a witness or documentation in support of his or her position, afford the employee an opportunity to present such evidence at a subsequent meeting.
- f. Always provide the employee with an opportunity to submit a written response to the allegations. Make this statement a part of your investigation report.
- g. When presenting a negative evaluation or when advising an employee of the need to improve his or her work performance, always attempt to include something positive the employee does or has done.
- h. When appropriate, provide suggestions on how the employee can improve his or her work performance. This may include referral to available resources.
- i. Emphasize that it is the employee's performance, not the individual, that is being evaluated.
- j. Always provide the employee with a face-saving way to exit the interview. Offer to meet with the employee in a day or two to discuss any of the issues raised during the original counseling session.

- k. Help the employee develop a plan of action for accomplishing the improvements being sought. This process will help you determine if the employee is accepting responsibility for making the necessary changes.
- l. As part of the plan of action, develop a set of measurable criteria for judging improvements. These should be incremental in nature, starting with small changes at first and leading to major changes in the future. Establish a timeline for achieving desired results.

3. If the reason for the conference is to terminate the employee for cause, try these suggestions.

- a. Schedule the termination conference either the first thing in the morning or at the end of the day.
- b. Following the notification of termination, relieve the employee of all school property, building keys, ID badge, and so forth, and cancel any access codes assigned to the employee.
- c. Have the terminated employee escorted from the premises. Allowing the employee the option of remaining at the work site for the remainder of the day is not a good idea. This provides the employee with an opportunity to cause problems with fellow workers and to do damage to school property.
- d. If the employee has a history of violent or irrational behavior, it is advisable to have school security, school police, or local law enforcement personnel escort the terminated employee from the premises.
- e. If the employee exhibits rage, excessive anger, or severe hostility, or makes threats against you or others, notify the police. If you feel the threats are serious, file criminal charges.
- f. Advise the superintendent's office of any threats or adverse actions taken by the terminated employee.

4. If the reason for the employee conference is because the employee requested it, the following suggestions apply.

- a. Attempt to ascertain the nature of the subject to be discussed prior to the conference. Frequently, the only prior notice you have is when the employee stands in your doorway and asks, "Got a minute?"
- b. Try to determine whether the issue(s) is personal or professional.

- c. If your schedule does not permit you to drop everything and to deal with the employee concerns at this particular moment, set a time for the employee to return when you will be able to give the time needed to address his or her concerns.
- d. Judge the emotional state of the employee. If the person is openly distressed or shows signs of anxiety and nervousness, you will want to make time immediately.
- e. Once the session starts, let the employee have center stage. Do not interrupt. Take notes.
- f. A technique that is very effective in making sure that all of the issues have been presented is to listen reflectively and when the person appears to have finished, ask, "Is that all there is? Is there anything else?" Then remain silent. Silence is a powerful tool when dealing with individuals who are in some type of crisis. Very often, when a person is experiencing a very emotional issue or is extremely anxious, it can take a prolonged period of time before the "core" issues are disclosed. Be patient.
- g. Be supportive, but do not allow yourself to get pulled into a family crisis. Refer the employee to an appropriate resource.
- h. Check back with the staff member and see how things are going. If you don't see any change, you may have to take a more active role. Remember, a staff person in crisis is not going to perform at an acceptable level.
- i. If the nature of the employee's crisis involves domestic violence, you will want to make an assessment as to whether there is a chance that this dispute will show up at your worksite. If there is, you will want to inquire of the employee whether there is a gun in their house or if the threatening person has access to a gun.
- j. Advise the superintendent's office if you feel there is a potential for danger to you or your school.
- k. An employee in crisis is a liability, and the issues need to be resolved as quickly as possible. To accomplish this, you may have to take an active role in bringing resolution to the issues.

DEALING WITH IRATE PARENTS

1. *With advance notice, a parent calls the school and tells the secretary that she is angry about an incident that involved her child yesterday. The parent demands a conference with the principal. The following suggestions are applicable.*

- a. Often this type of call is first handled by a secretary or an assistant administrator. Nothing is going to satisfy this parent except having a personal interview with the principal. If an attempt is made to put this parent off, the principal is too busy, or the principal is out of town or at a meeting, you must first deal with the child's grade-level administrator, or it can escalate hostilities up to and including an *unscheduled* visit to the school.
- b. There may be a very legitimate reason for the parent's anger. The sooner the issues can be identified, the greater the opportunity to resolve them.
- c. If the principal is not able to take the parent's call immediately, inform the parent when the principal will return the call. *It is extremely important that the call be returned within the time frame provided to the parent.*
- d. During the principal's telephone conversation with the parent, try to and obtain an understanding of the nature and extent of the complaint. You can fairly easily determine if this is an issue that can be resolved over the phone or one that will require some investigation and then a parent conference.
- e. Use the techniques described earlier in this chapter, paragraph 4.b on page 100, to attempt to uncover all of the issues. If you are conducting this interview by phone, do not attempt to respond to the issues being raised. This is neither the time nor the place to try to persuade the parent that they are wrong and the school is right.
- f. Before ending the telephone conversation with the parent, establish a time when you will meet with them. Be very direct. If the issues raised are going to take several days to investigate, allow sufficient time to complete the task. It is preferable to take an extra day and have all of the facts than to cut yourself short and be embarrassed when issues are revealed during the parent conference that you failed to uncover on your own.
- g. At the appointed time for the now-scheduled parent conference, hold the meeting at a location described in paragraph 2.b, on page 99.
- h. Who should be present at this meeting will be determined by the type of complaint to which you are responding. A good rule of thumb to follow is *do not stack this meeting with school people*. Nothing upsets parents more than to be

confronted by a half dozen school personnel when they arrived expecting to meet with you. Be reasonable. If resolution of the issues requires direct input from other staff members, bring them in one at a time rather than presenting them as a body en masse.

- i. When all of the facts have been presented and the parent has had an opportunity to talk directly with staff members, bring the meeting to closure. If the parent is still unsatisfied, explain the appeal process and provide the parent with the names and telephone numbers of the individuals to whom they must now take the complaint.
- j. *Do not argue with the parent.* You can't win. Keep the focus on the real issues, not false ones.

2. *With no advance notice, a parent shows up in your doorway and demands to see you, or walks past your secretary and barges into your office. The following procedures are strongly recommended.*

- a. You are in danger! This is not a situation to be trifled with. The chances of your being assaulted or killed will never be greater. How you react, what you say, and how you say it are very important.
- b. If you know the parent's name, call them by their name. "Hello, Mrs. Johnson. How are you? I wasn't aware we had a scheduled meeting." Get up from your desk and walk toward the intruder. Extend your hand as if to shake hands. Do not attempt to criticize the person for entering your office unannounced. *Your primary task is to deescalate the situation.*
- c. You need to make a quick decision. Is this person rational? Do you have prior experience with this person so that you are comfortable with your ability to resolve the issue(s)? If in doubt, tell your secretary to cancel your next appointment. Through prior agreement, your secretary knows to call the police immediately.
- d. Make eye contact with the person. If they attempt to avoid eye contact with you or if they refuse to respond to your comments, interpret this as a danger sign. A person who will not acknowledge your attempts at civility is probably out of control. You have two choices: *flight or fight.*
- e. I would opt for *flight.* Leave the office. Go to an assistant principal's office or any location where there are other adults. The parent has but two options, follow you or stay in the office. If he or she stays in your office, you have reduced your risk of personal injury. If you are followed, by going to a location where other adults are present, you create a dilemma for the parent. Although he or she might have been willing to take you on, one-on-one, his or her bravado is likely to vanish when other adults are present.

- f. If you choose to deal with the parent's concern, fine. The police are still on their way. I never have a problem thanking the police for their response even when I end up not needing them. Better safe than sorry is my motto. It's a good one.

DEALING WITH OUT-OF-CONTROL STUDENTS

1. *For the student with no previous history of violent behavior, the following suggestions are made.*

- a. We are all capable of having a "bad day," and so are kids. This does not excuse the behavior, it only humanizes the event. I never cease to be amazed and shocked over the kind of "baggage" our kids carry with them on a daily basis. The child who is abused at home, who has not eaten since lunchtime yesterday, who is being threatened, and who feels powerless to control what is happening to them, may eventually explode.
- b. When this occurs, we need to be prepared to respond to the situation and attempt to resolve the issue(s).
- c. Resolution starts with fact finding, not punishment for the act. Please understand that if a student brings a gun to school with the intent to resolve some personal dispute, punishment will be quick and direct: arrest and removal from school. The "whys" can come later.
- d. Normally, an out-of-control student directs his or her anger at the individual or group who the student feels is responsible for the problem. Often, these are not complicated issues. They just take time to resolve.
- e. The good news is that these types of disruptions are usually spontaneous in nature and generally do not have a long shelf life. However, larger problems can develop when the issues are either ignored by the administration or take a prolonged time to resolve.

2. *For the student with a previous history of violent behavior, the following suggestions apply.*

- a. None of us likes surprises, particularly surprises involving students when we should have known about the student's tendency toward violent eruptions. Do your homework!

- b. We can never know in advance when a student is going to have a "bad day." However, we do know that there are some students who seem to have more "bad days" than "good days." It is this group I want to address.
- c. At an early point in the school year, you want to have a "staff" meeting, as opposed to a "faculty" meeting, at which time you and your staff will identify students who have a "volatile" personality. The purpose is not to "label" kids but to acknowledge who they are and most importantly, who on your staff may have a rapport with these youngsters and be available to call upon if necessary. It's called preventive medicine.
- d. Once the youngster is under control, do what you normally would do with a disruptive student.

Pete's Note: Whenever you are attempting to deal with a person who is overly angry or aggressive, it is almost impossible to have any type of meaningful discussion with this person. The first order of business is to attempt to get the individual in control of their emotions. It therefore may be more productive to offer the student some type of refreshments, perhaps a soda or even a glass of water. Don't overlook the use of a mirror as described in Chapter 11, Figures 8 and 9.

Final thought: You need to understand that there are no guarantees that these suggestions will work each and every time. As school administrators, you have developed a series of responses and reactions to a variety of unique and challenging experiences. Do not discard them. I ask only that you consider the preceding suggestions for incorporation into your cadre of responses. If they fit, great; if they don't, go with your gut reaction. Just remember you may not be dealing with a rational person, therefore rational approaches may not work.

You must also accept the notion that people are changing. What we did and how we responded, even ten years ago, may no longer be valid. It is not my intent to make you paranoid or to cause you to become overly concerned or to purchase and wear a flak jacket. I just want you to be careful. You are too important to lose. There are too many kids depending on you for you to become a victim.

THE ROLE OF A RISK MANAGER

In the "good old days" when you and I were kids, the idea of having to deal with violence at athletic events would never have occurred. There might have been an occasional fight between players or fans, but it was quickly resolved, and after the game the players shook hands and left the field of play. Some were more satisfied than others, depending upon who won, but they left knowing that on another day and on a different field they would play again and the outcome would be different the next time. There were rules, and we understood the rules and played by the rules.

Fans, be they students, or parents or the general public, also understood the rules, and although they were not always pleased or satisfied with the outcome, they accepted the rules and awaited another day.

Winning has always been important. No one wants to lose or enjoys losing, but loss is always part of sport. Ties never counted, and as one sage athlete once remarked, "Ties are like kissing your sister." So one team won, and the other lost. One group had bragging rights, and the other group didn't. However, there was always the "next time," and we accepted that and waited for the chance to regain the position of being king-of-the-hill.

So what happened? When did it change and why did it change? I'm not sure we have an easy answer for these questions. I only know that change has occurred, the climate is different, and many of us are no longer sure what the rules are, if any exist at all. For example, what rules were in effect when the father of a high school football player sharpened the buckle of his son's football helmet's chin strap so that when his son tackled an opponent, the buckle would cause lacerations to an opposing player's face or hands? What rule was being followed when a school's student mascot was killed by a group of students from the opposing school? What rule covers the coach who directed his team's players to break the leg of an opposing fullback, or the mother of a cheerleader who tried to murder her daughter's competition so she could become the head cheerleader? You see, I have trouble understanding the mind-set of individuals who are allegedly committed to the development of our youth, yet practice and encourage mayhem.

When we look for "causes" we do not have to look much farther than the "professional" ranks of sports, be it management or player, where "winning" is the only acceptable outcome. Where athletes are convinced that the only way to obtain an edge is to take performance-enhancing drugs, or to take a "cheap" shot at an opponent, or where sponsor endorsements determine the value of an athlete. This has become the real world, and some of our kids are playing by their rules. How sad.

There is also another dimension that we can no longer ignore. The radical elements in our society will seize any opportunity to cause fear, conflict, distrust, and anger within the general population. Time and again, because of the large crowds that they draw, athletic events have become the target for terrorists to exploit. The placement of a bomb, the planned attack on spectators, or the vandalizing of a sport event site prior to the contest are all examples of the radical elements' game plan for creating disharmony and fear.

All of these influences make your job harder. Whether you are an athletic director, a coach, a building administrator, a referee, a law enforcement official, a parent, or an athlete, the burden is on your shoulders to ensure that our athletic events are safe.

Let us now examine what you, as event managers and/or risk managers, need to be concerned with.

THREAT ASSESSMENT CHECKLIST

A. Understanding the Role and Function of Opposing Forces

Every successful event requires the skills and expertise of two distinct operational resources: Event Managers and Risk Managers. Although on the surface it may appear that they are one and the same, in reality they each have their different areas of responsibility and also have opposing goals and objectives.

An *Event Manager* is concerned with putting on an exciting, crowd-pleasing event that will result in a full house, and thereby ensure a financially successful event. To accomplish this, the Event Manager is primarily concerned with the following issues:

1. Selecting appropriate opponents who will have drawing power
2. Creating pre-game publicity that will stress the significance of the event's outcome
3. Selling of the event — sponsors and ticket sales
4. Packing the house
5. SRO (standing room only)
6. Event security

A *Risk Manager*, on the other hand, has an entirely different set of priorities and concerns. First and foremost is the safeguarding of people, followed by protection of property, reputations, and assets. To accomplish these goals, the risk manager must do the following:

1. Determine if the event site is adequate to accommodate the anticipated crowd.
2. Determine the historical background of similar events involving same or similar teams.

3. Determine the current league standing for both teams and assess the impact the outcome of the game will have.
4. Determine the name, address, and phone numbers (both work and home) of school principal, athletic director, team coach, and booster club president, for both teams.
5. Determine the type of security each school will be providing, with special emphasis on number of personnel and legal authority. (Do they have the power of arrest and are they armed?)
6. Determine the historical reputation of the school, the coaches, the team, the student body, and parent involvement.
7. Determine, in consultation with law enforcement agencies, what external forces might attempt to disrupt the event.
8. Determine the extent to which the sponsoring agency will be held liable for injury to person or damage to property.
9. Determine the type and size of school-support activities each school will bring to the event, that is, cheerleaders, pom-poms, bands, drill team, half-time activity.
10. Determine the proximity of sources of alcoholic beverages to the event site.

It is clear to see who has the tougher issues to address. The most remarkable fact is that both tasks may be given to the same person, an assistant school administrator. It is virtually impossible for one person to do justice to both tasks. There are times when the goals for both managers are diametrically opposed. A standing room only crowd at a basketball game may be the answer to an Event Manager's prayers and at the same time be a nightmare for the Risk Manager. In today's climate it is imperative that Event Managers and Risk Managers work together to ensure that the event is both peaceful and rewarding for the participants and spectators.

B. Building a Viable Event Team

It is important to acknowledge from the start that no one individual has all of the skills and knowledge required to successfully plan and execute a "safe" Event Plan. Such an effort requires a variety of talented people from a number of different backgrounds and experiences. I would like to suggest a two-tier management model, one that allows for direct communication between the key members of the planning team and their support personnel.

1. *Tier One.* This is a relatively small group, consisting of those individuals who are decision makers and who have experience in planning athletic events and in assessing risk factors. They should be the individuals who have school-district-wide responsibilities as well as jurisdictional responsibilities. Included in this group should be the following:

- a. athletic director for the school district
- b. director of security for school district
- c. central office person representing secondary administrators
- d. official from the local police department
- e. publicist for school district
- f. official from an emergency medical response unit

This is the Core Group. They will have the responsibility for establishing a standard operational procedure for all athletic events for the current school year. As the year progresses and as the significance of each game is assessed, the core group will meet and revise plans as needed.

2. *Tier Two.* It is particularly important that the following individuals be included in discussions when final plans are being designed:
 - a. building administrator from each participating school
 - b. athletic director from each school
 - c. team coach from each school
 - d. site manager if the event is not being played at one of the schools

This group needs to be chaired by the district athletic director as this individual will have the broadest responsibility for all athletic events and will be present at every planning session regardless of which schools are involved. *The chairperson must have the authority to cancel an event if in that person's opinion the risks are too great for the event to occur.*

C. Information Critical to Event Analysis

We have already covered a number of very important issues that the Assessment Team will need to take into consideration when planning for a major event. There are, however, other factors that also need to be considered during the Action Plan development.

1. Student referral data and suspension data are two critical sources of information when assessing the potential for trouble. If a school is doing incident profiling, the information will be readily available. If, on the other hand, profiling is not being done, a little leg-work will be involved in collecting the data you need.
2. Specifically, you will want to know how many fights ("equal" participation) and how many assault and batteries (unprovoked attack of one or more against one or more) have occurred during the past thirty to forty-five days. If the numbers seem high, three to five per week, there is need for concern.
3. Event planners must also have a clear understanding of the school district's policy on suspensions. Many districts prohibit students on suspension from attending any school activity. This includes after-school, evening, and weekend

events. Arrangements will need to be made to have knowledgeable persons working the gates who will recognize the individuals who need to be excluded. There are several ways to accomplish this. As one example, if a school utilizes photo identification badges for students, then a student on suspension should surrender his or her badge at time of suspension. Entrance to an event, by students, requires the wearing/ displaying of a valid student ID badge.

4. Of major concern to every Core Group Leader is the presence of gangs either in the schools or in the neighborhood where the event is being held. Close liaison between school administrators and police is important in making this assessment. A decision will have to be made regarding whether to exclude gang members from attendance. This becomes more difficult when the gang members are not students from either of the participating schools or are not students at all. Barring admission has legal ramifications and this will need to be reviewed by a legal authority.

ELEMENTS OF AN EVENT ACTION PLAN

A. Moving From Information to Implementation

As previously discussed, the Core Group, headed by the Core Group Leader (district athletic director or comparable person), has been meeting, and the following division of responsibility has been assigned to two Assistants. One will have primary responsibility for coordinating those activities designated as Event Activities and the other will have the primary responsibility for managing the Risk Management Activities. Although some activities will be overlapping, the primary responsibility will rest with one Assistant or the other.

Activity	Event Assistant	Risk Assistant
<u>Attendance Policy:</u> who will be allowed to attend the event: students only home team only general public admission	X	
<u>Facility Issues:</u> access to event site: entrances to building parking availability fire rate capacity number and location of restrooms	XX	X

Activity	Event Assistant	Risk Assistant
<u>Ticket Sales Policy</u> pre-event sales gate sales	X	
<u>Handling of Gate Receipts</u>		X
<u>Publicity of Event</u>	X	
<u>Media Coverage at Event</u>	XX	X
<u>Communication</u> gate managers floor managers security police	XX	XX
<u>Crowd Control</u> school people: administrators teachers staff members security/police local law enforcement: uniformed officers plainclothes officers K-9 officers motorized officers metal detectors surveillance cameras		X
<u>Medical Response Unit</u>	X	
<u>Site Engineer</u> — has knowledge of: electrical power source heating/air conditioning gas/water shut offs		X
<u>Fire Marshal</u>		X

Note: A bold XX indicates primary responsibility for that activity.

B. Other Important Considerations

1. A decision has to be made as to how school personnel having responsibility for crowd control will be identified. It is strongly suggested that they wear either a brightly colored cap/hat or a vest that clearly identifies them. With school security or school police personnel, the wearing of a distinct hat, vest, or blazer is appropriate. With local police, uniforms are a must. If plainclothes officers are assigned for gang intervention or other related illegal activities, such as drugs and weapons detection, then no identification is required.
2. It is critical that a meeting be held prior to the event so that both school personnel and the security/local police fully understand their duties and responsibilities. This briefing should include the location where each member is assigned and the chain of command for this event. Unfortunately, there is a great tendency for marshals and police to group together during an event (perhaps they believe there is safety in numbers). However, this should not be allowed. Everyone needs a specific assignment and they need to be in position a half hour before the gates/doors are opened to the general public.
3. For peace of mind, it is strongly recommended that a pre-event walk-through take place. It is not important to have all of the school marshals present; there should be some staff designated as supervisors of the marshals, and they should be present. It is during this phase that the Event Leader is provided with the current status of the Action Plan operation. What, if anything, has changed since the last briefing? Are there new issues that need to be taken into consideration? Has communication equipment been tested in the facility in which it will be used? Are there compatible radio frequencies that both security and police can communicate with each other?
4. At the conclusion of your very successful event, it is important to convene a post-event evaluation. What worked well, what needs to be improved, what did we forget, and what we have to do to prepare for the next event? The cycle goes on. Remember, **PROPER PLANNING PREVENTS POOR PERFORMANCE.**

Although I have selected an athletic event as the primary activity for discussing the need for a Risk Manager, the talents and insight they bring are critical in a number of areas. Anytime we have a gathering of people, be they students, parents, or the general public, there is a need to assess the level of risk, or liability, their presence causes. The Risk Manager can be the person who provides the voice of caution and reason that will ensure a successful and SAFE event.

ELEMENTS OF AN EMERGENCY MANAGEMENT PLAN

As anyone who has been in administration for any length of time knows, particularly if you have served on a task force whose primary responsibility was to write a crisis plan for your school, the job of writing such a document can be quite a burden. Only after weeks, perhaps months, of seemingly endless committee meetings, subcommittee meetings, grade-level meetings, and at least three shouting matches that were only resolved on a Friday afternoon at the local watering hole, did the *Definitive Crisis Plan* emerge. Everyone was very proud of the DCP, as it was affectionately known by the insiders. Months then passed, and with the passage of time numerous other committee assignments came and went. Issues were identified and solved. All was well . . . until one day a student runs into the office and breathlessly reports that a girl has been stabbed in the restroom on the third floor. The secretary runs to the principal's office only to discover the principal is attending the superintendent's annual retreat. She then runs into your office—you, a newly appointed assistant principal—and lays the "crisis" on your desk.

Your immediate reaction is, "Why me, Lord?" and when no response is forthcoming, you frantically look about for the DCP. Where, oh, where did you put your copy?

Finally you look up to see your secretary holding the DCP in her hands, dust covered though it may be. You grab the document, all 50 pages of it, and start scanning the Table of Contents, frantically looking for the word "stabbing."

Of course I am being facetious, that's my job. Over the years I have reviewed great quantities of crisis plans. They come in all sizes, colors, and formats. Some are easy to read and understand, others give you a hernia just picking up the document. A reasonable crisis plan should fall somewhere between the "*every man for himself*" plan and the 75-page footnoted-with-an-appendix DCP. Here, then, are my recommendations for the basic elements of a crisis plan, or as I prefer to call it, **Emergency Management Plan (EMP)**:

SELECTING YOUR EMERGENCY MANAGEMENT TEAM MEMBERS

When is a "crisis" not a crisis? Just because an event occurs, does that, in itself, constitute a *crisis*? There are times when I think we jump too soon. If a principal is attempting to weigh and evaluate all of the information regarding a particular event, there may be some things that are missed or are misinterpreted and therefore lead to confusion or the mishandling of a particular

event. That is why I am such a strong advocate of having every principal hand-pick a group of individuals whose judgment and insights he or she trusts. I call them my **Emergency Management Team (EMT)**.

The selection of the individuals who serve on the EMT is critical. They need to be individuals who are recognized within the school, who have good judgment, and who respond well to a crisis. This is not a large team. In an elementary school, the EMT may number five or six staff members. In a middle or junior high school, the number may expand to eight or nine, whereas in a high school, the team may have ten to twelve selected members. The size of the EMT is in direct proportion to the size of the school's staff. *If any of the individuals selected to serve on the EMT are classroom teachers, substitutes will need to be identified* and their names included on the list of EMTs.

The reason a person is selected to serve on the team is based upon qualifications, not because of their title, years of service, or who they know. You should consider individuals who are:

- good listeners
- accepted by students and staff as being fair and impartial
- good communicators
- skilled negotiators
- good at crowd control
- cool-headed
- skilled counselors

In addition to these skills, you will want to include someone on the EMT who will be the designated note taker—the person who will be responsible for recording the times people were notified, keeping track of the sequence of events, and other important factual information.

It is also important to identify from your staff those individuals who are CPR trained, first-aid trained, and who have been trained in physical restraint. These individuals do not necessarily serve on the EMT, but it is critical to know who they are in case their specific services are required in responding to an emergency.

Think of the EMT as your advisory group. Utilize it to help evaluate the potential impact an event may have upon the school as well as respond to an actual emergency. This is the team you activate when notified by the police that three of your star athletes have been killed in an automobile accident, or when an irate parent takes a classroom of children hostage, or there is a suspicious device found in the school, or a child commits suicide in school. The more you use them, the more proficient they become in their assigned tasks.

EMT ROLES AND RESPONSIBILITIES

As a general does not wait to assign responsibilities to key personnel at the moment of battle, neither can a principal wait until the "crisis" is full blown before assigning staff members

specific responsibilities. During a crisis there are certain tasks that will need to be performed. The following outlines the duties and responsibilities of these key individuals:

Administrator-in-Charge:	Coordinates emergency response effort. Ensures that necessary notifications are made. Coordinates police, fire, medical response. <i>Remains in the Command Center and manages the crisis.</i>
First-Aid Responders:	Provide emergency first aid until medical assistance arrives.
Site Coordinators:	Respond to site of emergency and control access to the affected area. Preserve crime scene until police arrive and assume control.
Police/Fire/Medical Coordinator:	Will meet emergency personnel and direct them to the scene. Return to front of school and direct media, parents, and central office personnel to appropriate locations.
Sweep Team Coordinators:	Will assemble adults who do not have supervisory duties of students into three-person sweep teams, who will check the restrooms, hallways, and other non-classroom areas for students and/or outsiders. They will also pick up "missing student" lists from each teacher in their assigned sweep area. Coordinators will assemble the lists of missing students and forward them to the Command Center.
Media Coordinator:	Will meet with the media and arrange for their needs. Will assist in preparation of a news statement and arrange interviews.
Parent Coordinators:	Will be responsible for dealing with parents who may respond to the school. They will advise parents of the situation and advise them if their child is or isn't involved in the emergency. After the Code Red has been rescinded, assist those parents who wish to take their child home.
Recorder:	Will be responsible for recording the time notifications were made and who was notified, and maintain a log of the sequence of events.

Pete's Note: It will be important for each member of the EMT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to tell who is authorized to be out and about the building. I suggest a brightly colored vest, something like joggers or hunters or highway workers wear to make themselves more visible. An orange vest with EMT stenciled across the back of the vest would work well.

RESPONDING TO A CRISIS

There are four phases to every crisis:

Phase 1: the first ten minutes

Phase 2: the next fifty minutes

Phase 3: the remainder of that day

Phase 4: the subsequent days

The clock starts ticking the moment the notification is made to the school. How one responds and the timeliness of the response will, in large measure, be used to judge the effectiveness of the response.

Let us assume for the moment that you are confronted with a full-fledged crisis, one that requires the stopping of all student and staff movement in the school. How would you accomplish this task? Remember, time is critical.

A number of school administrators have created a "secret" code word for accomplishing this task. Unfortunately, secret code words are difficult to remember, and there is always the chance that a substitute teacher is in the building and hasn't the faintest idea what the strange message means that is being broadcast over the PA system. This is not the time for mystery. This is the time for **simple, easily understood, nonambiguous** language. I like to keep it simple and direct:

Students and staff, we have a Code Red.

or

Students and staff, we have a lockdown.

My preference is "Code Red." It is clear, it causes one to stop and listen, it causes one to think, and it causes one to pay attention for other communications.

A CODE RED is declared when, in the opinion of the Administrator-in-Charge, a situation exists that threatens the safety of students and staff and requires that they remain confined to their classrooms.

Code Red—Respond:

The Emergency Management Team (EMT) responds to the Command Center. **All adults** not having supervisory responsibilities for students will report to the Media Center (a predesignated location) for assignments.

Code Red—No response:

NO ONE MOVES. The situation is unstable, and the risks are too great to have anyone moving about the school until the police arrive and assist in the assessment of the incident.

Special Note: There will always be a need to have restrooms checked for students during a crisis. This task will have to fall to an administrator during a **Code Red—No response situation**.

Administrator-in-Charge Responsibilities

- Direct that 911 be called.
- Declare **Code Red**—(respond or no response).
- Direct school bells be turned off.
- Dispatch **First-Aid Responders** to scene (if required).
- Brief EMTs on the situation.
- Dispatch **Site Coordinator(s)** to secure accident/crime scene.
- **Remain in the Command Center and manage the crisis.**

Classroom Teachers/Aides Responsibilities

- Close classroom door (locking door is an option).
- Make a list of all students *not* in the classroom when **Code Red** is declared.
- Record the names of any students who enter the classroom after the **Code Red** is declared.
- Maintain order and keep students on task.
- If directed to evacuate the classroom, take student roll book with you.
- Do not attempt to contact the office **unless** an emergency arises in your classroom or you have pertinent information concerning the current emergency.

PRACTICAL APPLICATION

Let's take the following scenario: *A female student runs into the office and excitedly tells you that she has just come from the girls' restroom on the second floor of the school and*

that there is a female student lying on the floor bleeding. It appears to her as though the student has been stabbed. What do you do?

Assume for the moment this is a high school with 2,000 students and 140 staff members. You are the principal, with three assistant principals and a school nurse. The school is located on a 40-acre lot and is composed of three buildings. The school is equipped with hand-held radios and you have a cellular phone.

Phase 1: The First Ten Minutes

- A. Believe the messenger.
- B. Isolate the witness with an adult.
- C. Dispatch the school nurse and one administrator to the scene.
- D. Call **911**.
- E. Declare a **Code Red**—Respond. This automatically activates the **EMT** who responds to the Command Center (normally the Main Office).
- F. **Shut off the school's bell system.**
- G. Notify the superintendent's office of the situation.
 - H. Brief members of **EMT** and have them take their assignments.
- I. By radio, confirm the name of injured student, physical condition, and the identity of the assailant, if known.
- J. Teachers will implement **Code Red** procedures.

The principal, or person in charge, does not, repeat, does not go to the scene of the crime. A crisis is an event that requires management. The principal must be the manager. There are a number of activities that need to be coordinated during a crisis, and the principal must perform these tasks.

Phase 2: The Next Fifty Minutes

- A. The **EMT** members have assumed their predesignated area of responsibilities.
 - 1. Site coordinator has responded to scene and secured same until police/medics arrive.
 - 2. Police/Medic coordinator has responded to front of school to await arrival of the police/medical units.
 - 3. Sweep Team coordinators have divided responding adults into teams, and they are checking the school and picking up teacher's lists. Any student found out of class will be taken to the Guidance Office where it will be determined why they were out of class.

- 4) Media coordinator is prepared to meet the press and deal with their needs.
 - 5) Parent coordinator is preparing for the arrival of parents and has arranged for them to be sequestered in the cafeteria.
 - 6) The Recorder has taken the appropriate notes and has made the necessary telephone notifications.
- B. Notification is made to the parents of the injured child and the parents of the witness.
- C. The lists picked up from the teachers are being compiled by the Sweep Team coordinator. This information will be provided to the police if needed.
- D. Assuming the injured child will be transported to the hospital, a staff person (someone the child knows) will accompany the child to the hospital. (Keep the school nurse on campus. There may be a greater need for his or her services at school.) The adult accompanying the child has three tasks to perform:
- 1) Be supportive and calming to the injured student.
 - 2) Be the principal's representative when the parent(s) arrive at the hospital.
 - 3) Be resourceful in obtaining accurate medical information on the injured child.
- E. The principal meets with the police for a briefing on the status of their investigation. School will render whatever assistance is required to accommodate the police investigation. If a student suspect has been identified, the principal will have that student's parents notified.
- F. The superintendent will be provided with an update on the situation.
- G. No child will be released to a parent while a **Code Red** is in effect.

Phase 3: The Remainder of Day

- A. The principal, after consultation with the investigating officer, will stand down from the **Code Red**. This is best accomplished by announcing that the school is now in a **Code Green** condition—back to nearly normal.
- B. At this time, any adjustment to the bell schedule will be announced.
- C. With the assistance of the Media Coordinator, the principal has prepared a **written news release**. It is critical that this statement be written by and that it be reviewed by someone other than the principal. *A good rule to follow is to let the police handle any questions about the actual crime, and the principal deals with what the school did in response to the incident and what will occur for the rest of the day and on subsequent days.* It is important to not use inflammatory words, such as **stabbed, attacked, knifed**, and so forth.

In this particular case, the press statement might sound like this:

"At 10:15 this morning, we were notified that a 15-year-old 10th-grade female student had been injured in the restroom. Immediately upon notification we implemented our Emergency Response Plan. Emergency units responded to the school and provided first aid to the injured student. As part of our Emergency Plan, I declared a **Code Red**, which effectively held all classes until the emergency units responded to the school. The child was transported to the county hospital where she was treated and released to her parents.

As a result of this incident, we modified the remainder of the school day. I have met with my staff, and we are making arrangements for additional counseling staff to be on campus tomorrow. Additionally, there will be a meeting for concerned parents tomorrow evening at 7:30, here at the school."

The key is to stick to the facts and don't allow yourself to be dragged into responding to hypothetical questions.

- D. The superintendent is provided with a detailed briefing on the entire event.
- E. Assuming the school district has an emergency response plan, it is anticipated that appropriate central office personnel have responded to the school and provided the necessary support.

Pete's Note: In some school districts, the superintendent of schools will very likely respond to the scene of the emergency. *It is critically important that the principal or administrator-in-charge be allowed to continue managing the crisis.* The superintendent's role is to make sure no one interferes with the orderly operation and to see that additional resources are provided at the appropriate time.

- F. EMT members will be dispatched to individual classrooms to advise students and staff as to what has occurred.
- G. The Sweep Team members will be utilized to bring children from the classroom to parents who insist on taking their child(ren) home. Parents will be required to sign for their child before the child is released.

- H. Principal meets with **EMT** members for a quick briefing on how things went. This will also offer the principal an opportunity to gather facts he or she might not be aware of prior to the staff meeting.
- I. If time permits, a statement needs to be prepared to be sent home with the students. It may simply be a copy of your press release.
- J. Whenever a **Code Red** is declared, it means that an emergency staff meeting will be held at the end of the school day. At this meeting, it will be important to brief the entire staff on the nature of the emergency, the status of the police investigation, the physical condition of the injured student, and what they can expect the next day. Be prepared to answer their questions. Of great concern is not only what happened but *why it happened*.
- K. Following this meeting, it is time to visit the injured child and her family.
- L. Before turning in for the evening, check once more with the police for an update on their investigation. The longer the case remains a mystery, the higher the feelings of anxiety will be for both students and staff.

Phase 4: Subsequent Days

- A. The next morning following the incident, meet with the **EMT** and discuss the day's plan. Prepare a statement to be placed in each staff member's mail box setting forth all the latest facts as well as any changes to the current day's schedule. If counseling is needed, information on how and where it will be available needs to be provided to staff.
- B. Be prepared to respond to parent inquiries and additional coverage from the media.
- C. Prepare for the parent meeting that will be held that evening. It is always helpful to have your **EMT** members present as well as the superintendent, police representative, and some fellow school principals. There is a need to rally around the flag and be supportive of one another.

How long Phase 4 lasts will depend upon a number of variables. The seriousness of the event, the amount of media coverage the event receives, the community's reaction, the political ramifications this event might have caused, how your handling of the initial crisis is viewed, how your staff and students reacted to the event, and what measures you have taken to bring closure to the crisis, will determine the longevity of Phase 4.

CLOSURE

Every principal who has experienced a major crisis will tell you that bringing closure to the event may prove to be the most challenging aspect of dealing with a crisis. There will be no shortage of suggestions on what might have been an appropriate response to the event. The problem is that each crisis has an emotional component to it that needs to be recognized and addressed. Your students and staff will need time to grieve, to express their sense of loss, and to deal with their fears and anxieties. Remember, whatever you are willing to do for the most popular student/staff member, you must be willing to do for the least popular.

It is not unusual for these emotional needs to be expressed days, sometimes weeks, and even months after the event. Schools are very good at providing counseling services following an event. It is important to watch for signs of emotional distress that will require a referral for additional counseling.

Do not overlook the need for counseling for administrators after dealing with an emotionally charged event. It is quite common for a school administrator to deny these needs and hunker down and carry additional burdens. Give yourself a break. You are human, and you need to acknowledge your personal needs.

FORMAT OF YOUR EMERGENCY MANAGEMENT PLAN

A sample **Emergency Management Plan** has been provided as Appendix A. I have tried to include all of the pertinent information a plan should contain. Use it as a starting point and modify the plan to fit your particular school's needs. Although my sample is presented in a standard format, with full-size pages, the format I like best is a *flip chart*.

On the back cover of your plan include a floor plan of your school. On this diagram identify the location of your *Primary Command Center* and your *Secondary Command Center*. You will need to identify a second command center in case your primary one is not available. In considering a second center, my recommendation is that it be a room with a telephone, accessible from the outside without having to enter through the main door of the school, and large enough to house your **EMT**.

In addition to identifying Command Centers, the location of every phone in the school needs to be noted on the diagram. Finally, note the location of shut-off switches/valves/controls for electrical service, gas, oil, and water. The actual devices should be color-coded so that someone other than your building engineer will be able to shut the system down if required.

Pete's Note: Your plan will prove to be useless if it is never practiced. It is strongly recommended that you practice your **Code Red** at least twice a year. The first time you should be on location. The second time, call one in from home. It is the only way you will know that your staff can deal with an emergency in your absence. The practices will also point out any weaknesses in your plan. It is far better to identify the holes in your plan before the balloon goes up.

CHAPTER 15

EMERGENCY MANAGEMENT ASSESSMENT CHECKLIST

A. The Existence of a Comprehensive Safety Plan	Fully Implemented	Partially Implemented	Need to Address
1. A crisis management plan has been developed to address the following emergencies.			
a. Accidents			
1. at school	_____	_____	_____
2. to or from school	_____	_____	_____
3. on a school bus	_____	_____	_____
4. after-school activity	_____	_____	_____
5. on a field/athletic trip	_____	_____	_____
b. Serious (personal injury) assaults			
1. on a student	_____	_____	_____
2. on a teacher/staff	_____	_____	_____
3. on an administrator	_____	_____	_____
c. Bomb threats	_____	_____	_____
d. Explosive device found	_____	_____	_____
e. Explosive device detonated	_____	_____	_____
f. Suspected child abuse	_____	_____	_____
1. occurred at home	_____	_____	_____
2. occurred at school	_____	_____	_____
g. Kidnapping	_____	_____	_____
h. Death at school	_____	_____	_____
1. natural causes	_____	_____	_____
2. accidental	_____	_____	_____

A. (Continued)

	Fully Implemented	Partially Implemented	Need to Address
i. Ethnic disturbances	_____	_____	_____
j. Gang altercations	_____	_____	_____
k. Student demonstration			
1. authorized	_____	_____	_____
2. unauthorized	_____	_____	_____
l. Natural disaster	_____	_____	_____
m. Riots	_____	_____	_____
n. Suicide attempts/threats	_____	_____	_____
o. Possession of a weapon	_____	_____	_____
p. Violation of state laws	_____	_____	_____
q. Violation of school rules	_____	_____	_____
2. Threats that are unique to your school (i.e., nuclear accidents, hazardous chemical release, environmental conditions)			
a. _____	_____	_____	_____
b. _____	_____	_____	_____

B. Elements of an Emergency
Management Plan

1. A select group of staff have been chosen to serve on the <i>Emergency Management Team</i> .	_____	_____	_____
2. The EMT members have been given specific assignments.	_____	_____	_____
3. A <i>Chain of Command</i> has been established that identifies who is in charge if the principal is not present or is not able to exercise a leadership role.	_____	_____	_____
4. A word or phrase has been selected to alert staff that an emergency exists and that the Emergency Plan is being activated.	_____	_____	_____
5. A word or phrase has been selected to alert staff that the emergency has passed and to return to normal operations.	_____	_____	_____

B. (Continued)

	Fully Implemented	Partially Implemented	Need to Address
6. All staff not having direct supervision of students have been instructed to report to a central location.	_____	_____	_____
7. A floor plan of the school showing the location of all telephones and the shut-off valves for water, gas, and electricity has been prepared and is part of the Emergency Management Manual .	_____	_____	_____
8. An alternative evacuation site has been selected.	_____	_____	_____
9. An alternative <i>Command Center</i> has been selected.	_____	_____	_____
10. An emergency kit consisting of the following has been assembled:			
a. portable telephone			
b. flashlight			
c. stick-on name tags			
d. marking pens			
e. hand-held radio			
f. first-aid supplies			
g. whistle			
h. master keys			
i. emergency telephone numbers			
j. class list			
k. bullhorn (optional)			
l. rubber gloves			
m. notebook			
n. list of staff			
o. camera with film	_____	_____	_____

C. Communication of Discipline Policies and Procedures

1. Students are made aware of behavioral expectations and school discipline procedures through the <i>Code of Student Conduct</i> .	_____	_____	_____
2. Parents are made aware of and have acknowledged student behavior expectations and school discipline procedures annually.	_____	_____	_____

**D. Intra-Agency and Inter-Agency
Emergency Planning**

Fully Implemented	Partially Implemented	Need to Address
----------------------	--------------------------	--------------------

- | | | | |
|--|-------|-------|-------|
| 1. School crisis management/emergency plans are coordinated with district emergency plan. | _____ | _____ | _____ |
| 2. School crisis management/emergency plans have been developed in cooperation with law enforcement and other emergency response agencies. | _____ | _____ | _____ |

E. Recording of Disruptive Incidents

- | | | | |
|--|-------|-------|-------|
| 1. Violations of state and federal laws that occur on school property are reported immediately by school officials to the appropriate law enforcement agency. | _____ | _____ | _____ |
| 2. An incident-reporting procedure has been established for all disruptive incidents that take place on school property. | _____ | _____ | _____ |
| 3. A process has been developed to report disruptive incidents and to analyze the data in order to identify recurring school safety/security problems. (<i>Incident Profiling</i>) | _____ | _____ | _____ |
| 4. A process has been established for students to report alleged physical, psychological, or sexual abuse. | _____ | _____ | _____ |

F. Training of Staff and Students

- | | | | |
|---|-------|-------|-------|
| 1. Training session and drills are conducted on a regular basis to test the effectiveness and efficiency of emergency plans and procedures. | _____ | _____ | _____ |
| a. Date of last drill: _____ | _____ | _____ | _____ |
| b. Date of next scheduled drill: _____ | _____ | _____ | _____ |
| 2. Staff training is provided for the following: | _____ | _____ | _____ |
| a. weapons detection and reporting | _____ | _____ | _____ |
| b. how to respond to confrontations involving a weapon | _____ | _____ | _____ |
| c. clarifying expectations for reporting and responding to acts of violence | _____ | _____ | _____ |
| d. intercepting and responding to intruders | _____ | _____ | _____ |

F. (Continued)

	Fully Implemented	Partially Implemented	Need to Address
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e. emergency management procedures

	_____	_____	_____
--	-------	-------	-------

f. response to suspected child abuse

	_____	_____	_____
--	-------	-------	-------

3. Some staff are trained in first aid and CPR.

	_____	_____	_____
--	-------	-------	-------

G. Assessment of Buildings and Grounds

1. School buildings and grounds are properly lighted for night activities.

	_____	_____	_____
--	-------	-------	-------

2. A system is in place to monitor all entrances.

	_____	_____	_____
--	-------	-------	-------

3. Entrance doors have see-through safety glass.

	_____	_____	_____
--	-------	-------	-------

4. All areas within the building are adequately lighted.

	_____	_____	_____
--	-------	-------	-------

5. A system is in place to monitor all restrooms and other unsupervised campus areas.

	_____	_____	_____
--	-------	-------	-------

6. Student locker areas can be monitored.

	_____	_____	_____
--	-------	-------	-------

7. Access to electrical panels, in all areas, is restricted and secured by locks.

	_____	_____	_____
--	-------	-------	-------

8. Mechanical rooms, hazardous material storage, audiovisual rooms, and supply rooms are kept locked.

	_____	_____	_____
--	-------	-------	-------

9. Shrubby and trees are trimmed to permit good visual surveillance of all parts of the school campus.

	_____	_____	_____
--	-------	-------	-------

10. A high-visibility area has been designated as the *pickup/drop-off* point for students.

	_____	_____	_____
--	-------	-------	-------

11. Parking areas are well lighted and monitored by staff.

	_____	_____	_____
--	-------	-------	-------

12. Playground supervision is adequate to ensure student safety.

	_____	_____	_____
--	-------	-------	-------

H. Procedures for Handling Visitors, Substitute Teachers, and Parent Volunteers

1. Signs have been posted directing all visitors to report to the main office.

	_____	_____	_____
--	-------	-------	-------

2. A *separate sign-in log* is maintained for visitors, substitute teachers, and parent volunteers.

	_____	_____	_____
--	-------	-------	-------

H. (Continued)

	Fully Implemented	Partially Implemented	Need to Address
3. A separate numbered identification badge is issued to each classification of visitor.	_____	_____	_____
4. A procedure has been developed and implemented that regulates how a student is released to a parent prior to the normal closing of school.	_____	_____	_____
I. Transportation Rules and Accident Procedures			
1. Procedures have been established for notifying bus drivers to return to a school to transport students and staff during an evacuation proceeding.	_____	_____	_____
2. All students participate in school bus emergency evacuation drills twice yearly.	_____	_____	_____
3. Passenger lists for all bus routes are maintained at the school site and are updated as changes occur.	_____	_____	_____
4. Route descriptions for field trips are filed in the school office before trip begins.	_____	_____	_____
5. Passenger lists are developed and filed with the school for each vehicle going on a field trip.	_____	_____	_____
6. All students and staff participating in a field trip carry photo identification with them.	_____	_____	_____
7. Students, staff, and chaperones with medical problems have identification of these problems on them when participating in a field trip. The supervisor of the event will have a written list of these medical problems.	_____	_____	_____
8. The adult in charge of each bus on a field trip will have a roster of each passenger with an appropriate emergency phone number for each.	_____	_____	_____
9. If available, the field trip supervisor should have a portable telephone.	_____	_____	_____
10. Arrangements have been made to notify an appropriate school official of any delay in the return of a field trip.	_____	_____	_____

Date Assessment Completed: _____ By Whom: _____

Note: National Alliance for Safe Schools wishes to acknowledge that a major portion of this checklist was taken from a document prepared by the Texas Education Agency, Austin, Texas. We appreciate their willingness to share this information.

What Do You Do If . . . ?

The critical key to creating a **Proactive School Safety Plan** is not just creating a document that addresses a number of "crisis" episodes, but one that prepares staff for dealing with a variety of events that can have a long-lasting and negative impact on a school. Too often, school administrators do not prepare their staff for dealing with such events. Although they themselves may have an idea as to what to do or how to respond, many teachers and support personnel have never had the opportunity to discuss how they personally would respond. Therefore, they have not identified options that are available to them should they be required to deal with an unsettling event or a threat to their person.

The following are actual scenarios that have occurred in schools. The suggestions provided for dealing with each one are just that, suggestions. Although administrators will have to respond to all of them, there are responses that are appropriate for teachers and support personnel.

Pete's Note: The strongly held belief that "it can never happen here" is one of the most difficult mind-sets to overcome. So long as that belief is held by the majority of your staff, effective preparation for dealing with unwanted or threatening behaviors, or a genuine crisis, is almost impossible to achieve. My suggestion would be to start every staff meeting with a different scenario. Get your people thinking about possible solutions to some very complex issues. The time spent on these discussions may prove to be a "life-saving" experience.

FOR ADMINISTRATORS—What Would You Do If . . .

1. *You receive a phone call at 2 AM Sunday from the sheriff's office advising you that three football players have been killed in an automobile accident. Preliminary investigation indicates that alcohol and excessive speed were factors in the accident.*

Suggestions:

- Verify accuracy of call.
- Call EMT members for an early morning meeting.
- Notify the superintendent, at a reasonable time.

- Notify football coach and arrange to have a meeting with the coaching staff and players early Sunday afternoon.
- Notify the band director and cheerleader and pom pom sponsors of event and offer to have them meet with the team that afternoon.
- Determine if the deceased players have siblings and notify their principals.
- Determine if any of the players had girlfriends or boyfriends and if so, whether they have been made aware of the accident.
- Activate telephone tree to notify staff of the accident and to alert them to the emergency staff meeting Monday morning.
- After meeting with **EMT**, visit the affected families.
- Designate an **EMT** member to be the liaison with each of the families.
- Direct the football coach to secure all personal property in the deceased players' athletic lockers.
- Direct that deceased players' personal property, located in school hall lockers and homeroom desks, be secured. (Make sure there is nothing in these personal effects that would prove to be an embarrassment to the families.)
- Consider having counselors available Sunday afternoon for players and cheerleaders/pom poms if they attend.
- When funeral arrangements are known, include this information during the staff meeting on Monday.
- Decide how best to deal with the students on Monday. Many will already know about the accident, but there will be others who do not know.
- Initiate discussion with **EMT** and superintendent as to an appropriate memorial service that would allow school participation.

2. *You receive a phone call at 2 AM Monday from the police department advising you that three gang members who attend your school have been killed in a drive-by shooting. The police are concerned that there may be repercussions at the school.*

Suggestions:

- Verify the call and ask for detailed information.
- Notify **EMT** members to meet you at the school at 6:00 AM.
- Notify superintendent of the event.
- Request police presence at the school in the morning.
- Activate telephone tree to advise staff of emergency meeting before school.
- If rival gang members attend school, arrange to meet with them when they arrive at school.
- Determine if any of the deceased students have siblings in other schools and if so, make sure their principals are notified.
- Assign an **EMT** member(s) to act as liaison between the school and the families of the deceased.
- Arrange, before students arrive, that all personal property of the deceased is secured.

- Arrange for counselors.
- Many of the suggestions listed in the #1 scenario are applicable in this situation.

3. *A student is found hanging from a support pipe in the boys' restroom, an apparent suicide.*

Suggestions:

- Declare a **Code Red—Respond**.
- Dispatch CPR and first-aid trained staff to the scene and have them administer emergency treatment.
- Direct **911** be called.
- Notify superintendent's office of situation.
- Direct **EMT** members to perform their assigned tasks. Special emphasis must be given to preserving the crime scene until police arrive and take control of the restroom.
- Decide, in concert with the police, how the family is to be notified.
- Determine if there are siblings in the school or in other schools and make the required notifications.
- Direct that all personal property be secured and turned over to the police to aid in their investigation.
- Follow all of the procedures that are set forth in the **Code Red** procedures.
- Arrange for counseling.

4. *An irate parent comes into the school office and demands to see his child. You know that the father has been barred by a court from having access to his child. You attempt to reason with him with no success. The parent pulls a gun from his pocket and takes office staff hostage.*

Suggestions:

- Try not to lose your cool.
- This is a dispute between the father and mother of the child, not you.
- Be empathetic with the father. Assure him you see his side and can only imagine what his level of frustration and anger must be at being denied access to his child.
- Begin calling the parent by his first name.
- Offer to help him develop a solution to his problem. Offer to call the court on his behalf and to try and negotiate a compromise.
- Offer to help the father compose a letter to the court explaining his position. (Often the writing process helps to alleviate the anger.)

- Tell him how his child is doing. Offer to get the child's record from the Guidance Office. This might provide an opportunity to have someone summon help.
- Try and convince him that for his child to see him so upset will have a serious impact on the child.
- If none of the above is having any positive impact, the decision will have to be made as to whether or not the child will be released to the parent.

5. *A teacher comes to you and tells you there is a strange object in her classroom. You examine the object and suspect it may be a bomb.*

Suggestions:

- **DO NOT PULL THE FIRE ALARM OR USE HAND-HELD RADIOS OR CELLULAR PHONES in attempting to evacuate the building.** The use of such equipment may detonate the device.
- Immediately evacuate the classroom in which the device was found.
- **Do not touch, handle, or attempt to move the device.**
- Once the children have cleared the room, evacuate the classrooms that are on either side of and across the hall from the affected room.
- Instruct one of the evacuated teachers to notify the office of the situation and have the police/fire department called.
- Instruct each teacher to notify the classroom teachers whose rooms they pass of the need to quickly evacuate their room.
- Assuming for the moment that as each classroom is passed, that room will be evacuated, the principal immediately moves to the floor above the affected classroom and begins the evacuation process, starting with the room directly over the affected room and moving outward from there.

6. *Your high school is preparing to play a basketball game against your arch rival. The winner will go to the regional playoffs, the loser stays home. You receive a phone call from the principal of your rival school advising you that he has been hearing rumors that an attempt will be made to disrupt the basketball game by individuals who may not be students of either school.*

Suggestions:

- In consultation with the calling principal, try to assess the validity of the information.
- Alert the **EMT** and have them check with their sources to see if this threat is valid.

- Initiate discussion with the police. Specifically, find out what information have they developed regarding the disruption of this game and the number of officers they feel are required to cover the event.
- If there is sufficient time, for example, several days before the game, implement a different-color game ticket strategy. Each school will have a different-color ticket.
- Establish pre-event sales only. No tickets will be sold at the gate.
- Arrange for a knowledgeable administrator from each school to be present at the entry point to the gym. This will help exclude unwanted or unauthorized spectators from gaining entrance to the game.
- Obtain from the visiting school the names of all staff persons who will be attending the game and what type of identification they will be wearing.
- Both coaches and their respective teams need to be advised of the information received and should be instructed as to appropriate courtside conduct.
- Consideration should be given to the use of metal detectors for admission to the game.
- As a general rule, school staff and a limited number of police should monitor the game. The major contingency of police should be outside the school, monitoring the parking lots and streets leading to the school. Once the game starts, "cruising" of the school parking lot needs to be stopped.
- Arrange for parents of band members, cheerleaders, pom poms, and players to pick their students up in a specific location.
- Have the visiting team and their support personnel leave the campus as quickly as possible.

7. *You are notified that a student has a gun in a classroom.*

Suggestions:

- Call the police and ask for immediate assistance.
- Check the time. When are the bells due to ring?
- Proceed to the classroom.
- Have the teacher meet you at the door.
- Determine where the student is seated, how he or she is acting, and how the teacher came to know that he or she has a gun.
- If the police have arrived, have the officer remain in the hallway while you get the student from the classroom.
- Enter the classroom and extract the student. Here are two suggestions for accomplishing the task.

"Frankie, your mother is on the phone. There is some problem at home and she needs to talk with you right now. Come on down to the office and take care of the matter" or "Frankie, the health department called. You have been identified as a possible contact and they need to see you immediately."

Both approaches have worked. However, don't overlook your talent for conning kids. The issue is to occupy Frankie's brain cells until you can get him in the hallway.

8. *You are notified that a classroom has been taken hostage. The gunman is an adult male, identity unknown.*

Suggestions:

- Declare a **Code Red—No Response**.
- Direct **911** be called.
- Shut off school bells.
- Notify the Superintendent's Office of the situation.
- Await the arrival of police.
- In concert with the police official on the scene, develop a strategy for dealing with the situation.
- Activate the **EMT** if it can be accomplished without further endangerment of students and staff.
- Try to ascertain the demands of the hostage taker.
- If appropriate, arrange for transportation for the evacuation of noninvolved students.
- The resolution of the hostage situation is a police matter. Your role is to provide support to the police.
- Follow the procedures as set forth in your Emergency Management Plan.

9. *A female student comes to you with the following story. A friend of hers told her this morning that yesterday, at about 2:30 PM, she was raped in the girls' restroom on the second floor.*

Suggestions:

- Determine who the friend is and ask your informant to bring the victim to you.
- If informant is hesitant to identify the victim, ask the informant what it is she expects you to do.

- Assuming the victim's identity is made known to you, call the student in and, with a female witness, ask her what happened.
- If she tells you she was sexually assaulted, **isolate the victim with an adult, call the police, and call her family.**
- Your role is to support the police in their investigation.
- It is **not your responsibility** to determine if the victim is telling the truth. Let the police make that determination.
- Notify the superintendent's office of the complaint and what is currently being done to investigate the issue.

10. *You have a teacher who is always into power games with his students. You strongly suspect that he often sets kids up so he can report them for violating a school rule. One day he discovers his car has been "keyed" (scratched with a sharp object), and he demands that you conduct an investigation into the incident.*

Suggestions:

- There are two separate issues in this scenario: one is the act of vandalism, and the other is how this teacher is treating kids. Separate the issues.
- Have the teacher call the police and his insurance company to report the act of vandalism.
- Let the police determine if the act occurred on school property or was done somewhere else.
- There needs to be serious discussion with this teacher over the issue of fair and equitable treatment of students.
- Refer to Chapter 3: Incident Profiling. In addition to establishing a generic file on reasons students get sent to the office, create a file on this teacher. Every time he sends a student to the office, a copy of that referral goes in the teacher's folder. If, as you suspect, he is setting kids up, this file will prove to be a valuable tool in bringing to his attention the error of his ways. It will also be useful if further disciplinary action is anticipated.

FOR TEACHERS - What Would You Do If . . .

1. *A student comes up to your desk and quietly whispers in your ear that Frankie has a gun in his pocket.*

- Ask your informant, "Did you see it, or were you told about the gun?" (Your response will be the same regardless of the answer.)
- Check the time. How long before the bell will ring to change classes?

- **Scenario A—full class period.**
 - Keep calm!
 - Observe Frankie. How is he acting? Do not walk back to see if you can see the gun; assume it is there.
 - **Do not attempt to challenge Frankie.**
 - Notify office you need assistance. Do not use "all call" buttons or telephones as this may alert Frankie that something is about to happen.
 - Write a note stating you believe a student has a gun in your classroom.
 - Put the note in a book, and ask a student to take the book to the teacher next door. The student chosen for this task should not be your informant.
 - Teacher next door notifies the office of the situation.
 - When the administrator arrives at your classroom, **meet the administrator at the door.**
 - Be guided by the administrator's decision on how to get Frankie out of the room.
- **Scenario B—two minutes before the bell will ring.**
 - There is inadequate time to summon help to your room.
 - Wait until just before the bell is scheduled to ring and ask Frankie to help you carry some material to the office. The trick is to keep his hands full.

2. *A student in your class loses control and starts to throw objects around the class, turning over desks and threatening the safety of other students in the class.*

Suggestions:

- Direct a student nearest the door to take the **Red Card** to the teacher next door. A **Red Card** states that Mrs. Easto, in room 214, needs immediate help. Every teacher in the school has such a card and it is used to summon help.
- When help arrives at the classroom, remove the other students from the room and isolate the student out of control. Often this will have a quieting effect on the student.

3. *You are working in your classroom after school when you realize that a parent has entered your room. The parent is angry. You inquire as to what the parent wants and are told that the parent is unhappy about the way you treated his child.*

Suggestions:

- Immediately stand up. Never remain seated during a confrontation or a potential confrontation.
- If it appears that the parent is not wanting to engage in a dialogue but is intent only on telling you what his demands are, it is time to get out of the classroom.
- Tell the parent (while you are walking toward the door) that you realize he has a concern but that unfortunately, you have an appointment. Offer to make an appointment for another day at a time convenient to both of you.
- Do not become argumentative or combative with the parent.
- Remember, you can't have a rational discussion with someone who is angry and perhaps out of control.
- The critical issue is for you to head for safety.

4. *A student turns in a story he has written. The story is about a young man who is tired of being picked on in school. The writer describes how his lunch money is taken from him on a regular basis and how tired he is of being afraid. In his story, the victim comes to school one day and gets his revenge.*

Suggestions:

- Talk with the student about the subject matter of his story. Schools can no longer ignore or treat lightly threats made by a student either in writing or verbally.
- After your conversation, contact an administrator and a guidance counselor for their input and assessment.
- Your role in this event is critical. The student chose to share this information with you. Your task is to remain in touch with the student while others are doing their part, i.e., contacting parents, arranging for a psychological assessment of the student, or referral to another agency.

5. *You have a student in your class who is always being picked on. Kids say mean and hurtful things to the student and you continue to try to defend and support the student. You realize that the student goes out of his way to draw attention to himself. He is always first to answer a question, he dresses different than the rest of the students, he doesn't appear to have any friends, and no matter what the discussion in class is, he takes the opposite view.*

Suggestions:

- You may have a student who has chosen the role of "victim" as his persona.
- Depending upon the age of the student, your strategies for dealing with this behavior will vary. With a younger, primary-grade-level child, it may be sufficient to talk with the youngster and help him develop more appropriate responses to what is going on around him. With older students, this task becomes more difficult.
- Make the administration aware of your observations and concerns.
- Talk with his other teachers to see if the behavior you are seeing is consistent in their classes.
- Working together, decide on a schoolwide plan for helping this youngster.
- Involve the parents during the assessment process. Often the apple does not fall far from the tree.

FOR SUPPORT STAFF — What Would You Do If ...

1. *A student walks up to an adult in the cafeteria and tells the adult that a kid in a green jacket has a gun in his pocket.*

Suggestions:

- So long as the gun remains in the pocket, a *crisis* has not occurred.
- Try and make an identification of the student. If you don't know his name, look to see if there is someone seated/standing near that person that you know.
- Locate the nearest adult and inform him or her of what you have been told.
- Decide who is going to notify the administration.
- If the individual begins to move about the cafeteria or appears to be leaving, do not attempt to stop him.
- Keep in eye contact with him, and if he leaves the cafeteria, try and observe where he goes.
- When the administrator arrives on the scene, brief the administrator on what has transpired.
- **Remember, a cafeteria or any area where there are lots of students and staff milling about is not the place to challenge the gun toter.**

2. *You are walking down the hallway and see an adult looking into several different classrooms. You also note that this person is not wearing a "Visitor" badge.*

Suggestions:

- Our natural instinct is to ask the person if you might help them. Under normal conditions, this is an appropriate approach. The problem arises when the intruder responds, "No thanks, I'm doing fine." Now you are stuck with finding a graceful way to deal with the lack of a badge and why this individual is looking into several different classrooms.
- A response that works very effectively is the following: In your most cheerful voice you say

"Oh there you are! We knew someone who had not checked in with the office was in the building. You probably didn't see the sign directing you to the office. Let me show you the way, and I can cancel the call to the police at the same time."

- One of two things will occur: (A) the person goes with you, or (B) they won't.
- If (B) occurs, step into the nearest classroom and ask the teacher to notify the office of an intruder in the building.
- Don't attempt to detain the individual if he or she decides to leave the premises. Get a good description of the person, call the police, and make a report.

3. *You are a secretary who receives a phone call from a man who identifies himself as the father of a 4th-grade student. The caller states that tomorrow his son has a dentist appointment and that neither he nor the child's mother is able to pick his son up and that a relative has agreed to pick up his son and take him to the dentist. The caller asks that you please advise his son's teacher of the appointment.*

Suggestions:

- Verify the identity of caller. This can be accomplished in several ways:
 - a. Ask caller for his home telephone number and child's date of birth.
 - a. Check Emergency Card for home phone number and call to verify caller.
 - b. Call mother, at home or at work, for verification.
 - c. Ask the child if he knows about a dentist appointment.
- If you are not satisfied with the legitimacy of the caller, direct the caller to come to the school and make his request in person.
- If he shows, ask for photo identification.

- Prior to his arrival, check records to see if this is a custody issue.
- Ask for the name and phone number of the relative who is to pick up his son.
- When the relative arrives to pick the student up, ask for photo identification.
- Send an adult for the child, and prior to turning the child over to the relative, ask the child if he knows the person and if he is comfortable leaving with this person.

4. *You are a custodian who is working outside the school. You notice several cars "cruising" through the parking lot.*

Suggestions:

- Note the time, record the tag numbers, get a description of the cars, and try to get a look at the drivers.
- Report your observations to an administrator.
- Attempt to maintain visual contact of the cars until police arrive on the scene.
- Assist the police by identifying the cars and tag numbers.

5. *You are a cashier in the school cafeteria and know the buying and eating habits of the majority of students in the school. For several days, you have been noticing a major change in Billy's eating habits. Normally Billy buys his lunch, but for the past week or so Billy has not been buying or bringing his lunch.*

Suggestions:

- Report your observations to the appropriate administrator or guidance counselor. Billy's family may be having some financial difficulties and the school may be in a position to have Billy enrolled in a reduced-price lunch program.
- If this is not the case, Billy may be the victim of extortion by having his lunch money taken on a daily basis.
- An administrator/guidance counselor needs to be involved, regardless of the cause.
- You will need to be observant of other children's eating habits and buying powers. The extortionist may be acting like the big spender on campus, treating friends to multiple desserts or other goodies. Report your suspicions.

These lists should be viewed as starting points for making your staff meetings more informative and thought provoking. Challenge your staff to develop their own scenarios and possible solutions. It is always better when the ideas come from within and are not dictated.

CHAPTER 17

NEW IDEAS

17

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17

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Resource A:

**SAMPLE
EMERGENCY MANAGEMENT
PLAN**

Emergency Management Team (EMT)

Responsibility	Staff Person/Room	Home Telephone No.
Administrator-in-Charge	(1) Mr. Griffith – Principal	555/XXX-XXXX
	(2) Mr. Edwards – AP	555/XXX-XXXX
	(3) Ms. Ashman – AP	555/XXX-XXXX
	Ms. Beers – Secretary	555/XXX-XXXX
First-Aid Responders	Ms. Johnson – Nurse	555/XXX-XXXX
	Mr. Adams – 213	555/XXX-XXXX
	<i>Ms. Stewart</i> – Aide	
Site Coordinator	Ms. Ashman – Aide	555/XXX-XXXX
	Mr. Brown – Custodian	555/XXX-XXXX
Police/Fire Coordinator	Mr. Reed – 11	555/XXX-XXXX
	<i>Mr. Ackerman</i> – 112	
Sweep Team Coordinators	Mr. Fee – 222	555/XXX-XXXX
	Ms. Ash – Aide	
	Mr. Patterson – 106	555/XXX-XXXX
	<i>Ms. Smith</i> – 105	
Media Coordinator	Ms. Logue - Media Center	555/XXX-XXXX
Parent Coordinators	Ms. Keefer – 201	555/XXX-XXXX
	<i>Mr. Greeley</i> – 200	
	Ms. Hockersmith – Guidance	

Note: Every member of the EMT who is a classroom teacher or who has supervisory responsibilities for students must have a predesignated substitute to cover their class should the team be activated. Names in *italics* are designated substitutes.

Emergency Management Team Responsibilities (EMT)

Administrator-in-Charge:	Will coordinate emergency response effort. Directs that necessary notifications are made. Coordinates police, fire, medical response. <i>Remains in the Command Center and manages the crisis.</i>
First-Aid Responders:	Will provide emergency first aid until medical assistance arrives.
Site Coordinators:	Will respond to site of emergency and control access to the affected area. Preserves the crime scene until police arrive and assume control.
Police/Fire/Medical:	Will meet emergency personnel and direct them to the scene. Returns to front of school and directs media, parents, and central office personnel to appropriate locations.
Sweep Team Coordinators:	Will assemble adults who do not have supervisory duties into three-person sweep teams who will check the restrooms, hallways, and other nonclassroom areas for students and/or outsiders. They will also pick up "missing student" lists from each teacher in their assigned sweep area. Coordinators will assemble the lists of missing students and forward to the Command Center.
Media Coordinator:	Will meet with the media and arrange for their needs. Will assist in preparation of a news statement and arrange interviews.
Parent Coordinators:	Will be responsible for dealing with parents who may respond to the school. They will advise parents of the situation and advise them whether their child is or isn't involved in the emergency. After the Code Red has been rescinded, assist those parents who wish to take their child home.

Emergency Telephone Numbers

EMERGENCIES - 911

Police Department	_____
School Resource Officer	_____
Fire Department	_____
Hazardous Materials	_____
Protective Services	_____
(agency that handles suspected child abuse)	
Poison Control Center	_____
Gas Company	_____
Electrical Power Co.	_____
Telephone – line trouble	_____
Superintendent's Office	_____
Deputy/Assistant Superintendent	_____
Attorney for the Board	_____
Director of School Security/Safety	_____
Direction of Transportation	_____
Guidance Supervisor	_____
Maintenance Supervisor	_____
Local Hospital(s)	_____
Emergency Room(s)	_____
Public Health Department	_____
Mental Health Department	_____
Ecumenical Council of Churches	_____
American Red Cross	_____
Weather Bureau	_____

Emergency Telephone Numbers (Continued)

Local News Agencies:

Radio stations

Television stations

Print Media

Other Important Phone Numbers

Code Red — General Procedures

A **CODE RED** is declared when, in the opinion of the **Administrator-in-Charge**, a situation exists that threatens the safety of students and staff and requires that they remain in their classrooms.

Code Red—Respond:

The Emergency Management Team (EMT) responds to the Command Center. **All adults** not having supervisory responsibilities for students will report to the Media Center (a predesignated location) for assignments.

Code Red—No response:

NO ONE MOVES. The situation is unstable, and the risks are too great to have anyone moving about the school until the police arrive and assist in the assessment of the incident.

Special Note:

There will always be a need to have restrooms checked for students during a crisis. This task will have to fall to an administrator during a *Code Red—No response*.

Administrator-in-Charge Responsibilities

- Direct **911** be called.
- Declare **Code Red**—(respond or no respond).
- Direct school bells be turned off.
- **First-Aid Responders** to scene.
- Brief **EMTs** on the situation.
- Dispatch **Site Coordinator(s)** to secure accident/crime scene.
- **Remain in the Command Center and manage the crisis.**

Classroom Teachers/Aides Responsibilities

- Close classroom door (locking door is an option).
- Make a list of all students *not* in the classroom when **Code Red** is declared.
- Record the names of any students who enter the classroom after the **Code Red** is declared.
- Maintain order and keep students on task.
- If directed to evacuate the classroom, take student roll book with you.
- Do not attempt to contact the office **unless** an emergency arises in your classroom or you have pertinent information concerning the current emergency.

Bomb Threats

Procedure: Phone Threat

1. Listen to the message without interrupting the caller.
2. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking.
3. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
4. After caller has concluded his or her threat, hang up and immediately lift the receiver and **press #57** (call trace).
5. If school has **Caller ID**, note the number from which call was made.
6. Immediately notify the Administrator-in-Charge of the call and content of the message.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Evaluate the bomb threat and determine if building evacuation is called for. (In some jurisdictions it is mandated that schools will be evacuated every time a threat is received.) 2. If threat is deemed valid: • Call 911—advise building is being evacuated because of a bomb threat • Activate EMT • Turn off bell system • Don't use PA system • Turn off all two-way radios Do not utilize the fire alarm system to evacuate the building. 3. Dispatch EMT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school. 4. In consultation with police/fire officials, determine when it is safe to reenter the school.	1. Upon receipt of notification to evacuate the school, conduct a limited search of classroom to determine if any strange or unknown objects are in the room. 2. Proceed to predesignated evacuation point with class roll book. 3. Maintain control of students and advise EMT member of any missing children. 4. Do not reenter the building until directed to do so by an EMT member or someone in authority.

Bomb Threats

Procedure: Device Found

1. Upon discovery of a suspicious device, immediately send word to the Administrator-in-Charge.
2. If the device is found in a classroom with students, immediately, but in an orderly fashion/manner, evacuate the classroom.
3. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Upon notification of a device found: a) Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device. b) Activate the EMT. c) Turn off the bell system. d) Do not use the PA system. e) Turn off all two-way radios. f) Do not use the fire alarm system to evacuate the building. 2. Dispatch EMT to begin the evacuation process. The order of evacuation should be: a) classroom in which the device is located b) classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device Continue increasing the size of the evacuation area until all students and staff are at a safe distance. 3. It is important to remember that the evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation. 4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.	1. Upon receipt of notification to evacuate the classroom, proceed to predesignated evacuation location with class roll book. 2. Maintain control of students and advise EMT members of any missing or unaccounted-for students. 3. Do not enter the school until directed to do so by an EMT member or police/fire authority.

Bus Accidents

Procedures

1. Upon receipt of notification of accident, obtain the following information:
 - a) bus number or route number
 - b) location of accident
 - c) number of injured students and adults
 - d) time of accident
 - e) whether police/fire/ambulance is on scene
 - f) location of where injured parties have been taken
 - g) whether additional buses are needed to transport noninjured students
2. Notify the Administrator-in-Charge.

Administrator's Responsibilities	Responsibilities of Staff Person Riding on Bus
1. Dispatch EMT to accident scene with <i>Emergency Response Kit</i>. 2. Notify the Superintendent's office. 3. Notify Transportation Supervisor and arrange for additional buses, if required. 4. Obtain list of students who were on the bus and have their <i>Emergency Notification Cards</i> pulled. 5. Determine if siblings of bus-riding students are still at school. (It may be necessary to assemble these students and advise them of the accident and make them available for parent pickup.) 6. When advised by EMT member on scene of current status, direct appropriate notifications be made. 7. If appropriate, respond to the hospital.	1. Assess the situation and call 911 if appropriate. 2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location. 3. Have older students assist younger students. 4. Notify the school of the accident and the extent of any injuries. 5. Keep children under control. Have adults in area assist with tasks. 6. If students are transported to hospitals, determine which student(s) are going to which hospitals.
Responsibilities of EMT Members Responding to the Scene	
1. Assess the current situation and advise the principal. 2. Assist in the movement and/or control of noninjured students. 3. If parents arrive on the scene and wish to remove their child/children, record this information. 4. Designated EMT member(s) respond to the hospital(s) and provide support to injured students and their parents. Keep the principal updated on all medical conditions of students and staff. 5. Designated EMT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of the injured students.	

Kidnapping/Missing Student

Procedure

1. Upon learning that a child has been abducted or is missing, immediately notify the Administrator-in-Charge.
2. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color, and license number of any vehicle used in the abduction.
3. In the case of a missing child, obtain a detailed description of clothing, and the time and location when the child was last seen.
4. Await arrival of police.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
<i>Abduction</i> 1. Call 911 and advise of the abduction. 2. Provide the 911 operator with a description of vehicle with license plate number, if known. 3. Notify custodial parent. 4. Provide support services as needed. 5. If this abduction was witnessed by other students, it may be necessary to notify their parents, as the children will be upset. 6. It may be advisable to brief EMT members on the situation and arrange for counselors for the next day. <i>Missing Student</i> 1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student. 2. Call 911 and parents of missing student. 3. Check student's locker and desk for any indication of why incident occurred. 4. Interview student's friends for information.	<i>Abduction</i> 1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act. 2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way. 3. Immediately notify the office and provide as many details as possible. 4. Maintain control of students. <i>Missing Student</i> 1. Immediately notify the office when advised that a student is missing. 2. Assist administrator with questioning of friends and fellow classmates as to why the student is missing. 3. Maintain control of remaining students.

Death of a Student/Staff Member

Procedures

Not occurring on school property

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

*If death occurred during the school day, on school property, follow the **CODE RED** procedures and treat the event as a criminal act.*

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Call a meeting of EMT members to formulate the school's response to the notice. 2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days. 3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements. 4. Arrange for appropriate counseling services. 5. Update information to staff and parents as it becomes available. 6. Work with family(ies) on funeral/memorial plans. 7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or a relative.	1. Keep informed of plans and procedures that may be implemented in response to the death. 2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling. 3. Do not deny your own emotional response to this situation, and seek appropriate help. 4. Assist in bringing closure to this event.

Disruptive Student

Procedures

1. At the beginning of each school year, every teacher is to develop a "*Clear the Room*" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "*Clear the Room*" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Respond to the classroom as soon as possible. 2. Assist the teacher with the student. 3. Involve other staff as necessary. 4. Call 911 if situation does not abate. 5. Review each plan and require that the plan be practiced so that students will know what to do.	1. In concert with receiving teachers, develop the "<i>Clear the Room</i>" plan. 2. Develop an alternative plan for when receiving teacher is not in the room. 3. Instruct students as to their roles if plan is implemented. 4. Stay with the out-of-control student.

Hostage/Armed Intruder

Procedures

1. Assess the situation and remain calm.
2. Notify the Administrator-in-Charge of situation and call **911**.
3. Obtain accurate information:
 - a. Where in the building is the event occurring?
 - b. How many are involved (both perpetrators and hostages)?
 - c. What demands, if any, have been made?
4. Render appropriate assistance.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Direct 911 be called. 2. If appropriate, declare a Code Red. <i>A respond or no respond will be determined by the situation.</i> Follow established procedures for a Code Red. 3. Isolate the area. 4. Direct that all appropriate notifications be made. 5. Await the arrival of the police, and provide needed assistance. 6. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue. 7. Remember that the job of resolving the incident belongs to the police. The administrator's job is to facilitate their efforts.	1. If directly involved, follow the instructions of the intruder. 2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger. 3. Await the arrival of the police. 4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder. 5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder. 6. If not directly involved, follow instructions quickly and without comment. 7. When notified of the Code Red, follow established procedures. 8. Be able to account for all students under your control.

Natural/Environmental Disasters

Fires/Tornadoes/Earthquakes/Gas Leaks/Toxic Spills/Electrical Storms

Procedures

1. The safety of students and staff is the most important concern facing a school when dealing with one of these issues.
2. It is therefore imperative that both local as well as state officials be consulted when this section of your Emergency Plan is being developed.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Take charge. 2. Implement appropriate procedures. 3. Activate EMT.	1. Follow directions. 2. If evacuation is called, bring student roll book.

Student With a Gun

Procedures

1. If the student is displaying a gun in a menacing manner, treat the incident as a *Hostage/Armed Intruder* event. In all other situations,
 - a. Notify Administrator-in-Charge.
 - b. Assess information.
 - c. Keep calm until assistance arrives.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. Call police for assistance. It is not recommended to call 911 because of the response of media and parents. 2. Respond to the scene and make an assessment of the situation. If the weapon is not being displayed and no one is being threatened, time is on the administrator's side. 3. Attempt to isolate the student. If this cannot be accomplished under existing conditions, i.e., student is in a place surrounded by other students, keep student under surveillance until he or she can be safely isolated. 4. Once student has been isolated, disarm the student. 5. Turn all weapons over to the police.	1. Upon being made aware of the presence of a gun in school, notify Administrator-in-Charge. 2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student. 3. As long as the gun is not being displayed and no one is being threatened, time is on your side. 4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door. 5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student. 6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class and assist you with carrying something to the office. 7. If that doesn't work, and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

Suicide — Attempted/Actual

Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify Administrator-in-Charge
4. Stay with victim until help arrives.
5. Limit access to immediate area until police arrive (treat as a crime scene).

Administrator's Responsibilities	Teacher's/Staff Responsibilities
<i>Actual</i> 1. Assess the situation. 2. Direct that 911 be called. 3. Declare a Code Red. 4. Direct that appropriate notifications are made. 5. Isolate all witnesses; if students, notify their parents. 6. Direct that personal property of the victim be secured. This includes items in classroom and in locker. 7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school. 8. If victim has siblings in other area schools, notify their administrators. 9. Be prepared to deal with media. 10. Arrange for counselors for students and staff. 11. Make contact with parents of deceased student. <i>Attempted</i> 1. Assess situation. 2. Direct that appropriate notifications be made. 3. If required, call 911. 4. Deal with siblings as set forth above. 5. If Code Red was not called, hold an emergency staff meeting at close of school to brief staff. 6. Arrange for additional counselors if needed.	<i>Actual/Attempted</i> 1. Immediately notify Administrator-in-Charge. 2. Administer first aid/CPR (if knowledgeable). 3. Secure the area until an administrator arrives on the scene. 4. Once relieved, teacher responds to his or her classroom and maintains order. <i>Rumors of</i> 1. Treat all verbal and written threats as a serious matter. 2. Immediately notify the Administrator-in-Charge about the information. 3. Assist in the evaluation of the threat with other staff.

Trespasser

Procedures

1. Treat all trespassers as visitors who have failed to register in the office.
2. Upon encountering such an individual(s), make the following statement (in your most friendly voice):
"Oh, there you are. We knew you were in the building because you failed to stop by the office and sign in. Let me show you where the office is, and we can get you signed in and can cancel the call to the police at the same time."
3. If they accompany you, great. If they run, wave good-bye, get a description, and call the police.
4. Remember, the majority of "visitors" are former students, dropouts, pushouts, or parents who don't like to play by the rules. Normally, these folks are not dangerous, just annoying.

Administrator's Responsibilities	Teacher's/Staff Responsibilities
1. If you know where the trespasser is, seek him/her out and follow Step 2 above. 2. If that fails, get a good description of clothing, size, weight, age, etc., and call the police. 3. If the location of the trespasser is not known, announce over the public address system that "We have an unregistered guest in the building. Please check the area outside your classroom, and direct the individual to report to the office. Do not attempt to apprehend." 4. If this fails to identify the location of the trespasser, consideration should be given to calling a Code Red. 5. If the trespasser is outside the building, but on school grounds, have staff secure external doors, and call the police.	1. Do not get into an argument or attempt to challenge the trespasser. 2. If appropriate, try Step 2 above. 3. If a Code Red is declared, follow established procedures.